



Academic Senate of El Camino College 2014-2015

September 16, 2014

16007 Crenshaw Blvd., Torrance CA 90506-0002 (310)532-3670 x3254

Officers & Executive Committee

Co –Presidents	Chris Jeffries/ Claudia Striepe	VP Finance & Special Projects	Lance Widman
VP Compton Educ'l Center	Paul Flor	VP Academic Technology	Pete Marcoux
Curriculum Chair	Mark Lipe	Co-VPs Faculty Development	Kristie Daniel-DiGregorio
VP Educational Policies	Alice Martinez	VP Instructional Effectiveness	Karen Whitney
Secretary	Sara Di Fiori		

Adjunct

Kim Runkle (1 yr term) 14/15
vacant

Behavior & Social Sciences

vacant
Christina Gold 14/15
Kristie Daniel-DiGregorio 14/15
Lance Widman* 13/14
Michael Wynne 14/15

Business

Phillip Lau* 15/16
Tim Miller 15/16
Josh Troesh 15/16

Compton Educational Center

Estina Pratt 14/15
Chris Halligan 14/15
Essie French-Preston 14/15
Paul Flor 14/15
vacant

Counseling

Griselda Castro 14/15
Chris Jeffries* 14/15
Rene Lozano 16/17

Fine Arts

Ali Ahmadpour 14/15
Chris Wells* 14/15
Russell McMillin 14/15
Vince Palacios 14/15
Karen Whitney 14/15

Health Sci & Athletics/Nursing

Mark Lipe 14/15
Robert Uphoff 14/15
Mina Colunga 14/15
vacant
vacant

Humanities

Rose Ann Cerofeci 15/16
Peter Marcoux* 15/16
Kate McLaughlin 15/16
Barbara Jaffe 14/15
Ashley Gallagher 15/16

Industry & Technology

Patty Gebhart 15/16
Ross Durand 15/16
Mark Fields 15/16
Tim Muckey 15/16
Merriel Winfree 15/16
Lee MacPherson* 15/16

Learning Resource Unit

Moon Ichinaga 15/16
Claudia Striepe* 15/16

Mathematical Sciences

Zachary Marks 15/16
Jasmine Ng 16/17
Megan Granich 16/17
Alice Martinez* 14/15
vacant

Natural Sciences

Sara Di Fiori 15/16
Miguel Jimenez* 15/16
Anne Valle 15/16
Mohamed Abbani 16/17
Ryan Turner 16/17

Academic Affairs & SCA

Francisco Arce
Karen Lam
Jeanie Nishime
Robert Klier

Associated Students Org.

Kristina Nakao

President/Superintendent

Thomas Fallo

Division Personnel

Jean Shankweiler
Tom Lew

Ex-officio positions

Ken Key (ECCFT)
Nina Velasquez (ECCFT)

Institutional Research

Irene Graff
Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 14/15 = 2014-2015

*denotes senator from the division who has served on Senate the longest (i.e. the "senior senator")



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SENATE'S PURPOSE (from the Senate Constitution)

- A. To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations*. Specifically, as provided for in Board Policy 2510, and listed below, the "Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:
1. Curriculum, including establishing prerequisites and placing courses within disciplines
 2. Degree and certificate requirements
 3. Grading policies
 4. Educational program development
 5. Standards and policies regarding student preparation and success
 6. District and college governance structures, as related to faculty roles
 7. Faculty roles and involvement in accreditation process, including self-study and annual reports
 8. Policies for faculty professional development activities
 9. Processes for program review
 10. Processes for institutional planning and budget development, and
 11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate."
- B. To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st and 3rd Tuesdays)

FALL 2014

September 2	Alondra Room
September 16	Alondra Room
October 7	Alondra Room
October 21	Alondra Room
November 4	Alondra Room
November 18	Alondra Room
December 2	Alondra Room

SPRING 2015

February 3	Alondra Room
February 17	Alondra Room
March 3	Alondra Room
April 7	Alondra Room
April 21	Alondra Room
May 5	Alondra Room

CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS (Thursday after ECC Senate, usually)

FALL 2014

September 4	Board Room
September 18	Board Room
October 9	Board Room
October 23	Board Room
November 6	Board Room
November 20	Board Room
December 4	Board Room

SPRING 2015

January 22 (if needed)	Board Room
February 5	Board Room
February 19	Board Room
March 5	Board Room
April 9	Board Room
April 23	Board Room
May 7	Board Room

Per the Brown Act all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes, If you were signed in to the meeting and did not vote No/Abstain, your vote will be assumed to be a Yes.

<u>SENATE COMMITTEES</u>	<u>Chair / President</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Academic Technology Comm.	Pete Marcoux, Virginia Rapp	Sept 23 & Oct 2	12:30-2:00	Alonda Room
Assessment of Learning Comm.	Karen Whitney Russell	2 nd & 4 th Mon.	2:30-4:00	Admin 131
Academic Program Review Comm.	Karen Whitney, Co-Chair Bob Klier, Co-Chair			
Compton Academic Senate	Paul Flor	1 st & 3 rd Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Paul Flor	1 st & 3 rd Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Mark Lipe, Chair	2 nd & 4 th Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Chris Jeffries (Fall only)	2 nd & 4 th Tues	12:30-2	SSC 106
Faculty Development Comm.	Kristie Daniel-DiGregorio	2 nd & 4 th Tues	1:00-2:00	West. Library Basement

Committees

<u>CAMPUS COMMITTEES</u>	<u>Chair</u>	<u>Senate / Faculty Representative/s</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Accreditation	Jean Shankweiler	Matt Cheung, Holly Schumacher			
Basic Skills Advisory Group	Sara Blake Arturo	Jason Suarez			
Board of Trustees	Bill Beverly	Chris Jeffries, Claudia Striepe	3 rd Mon.	4:00	Board Room
Calendar Committee	Jeanie Nishime	Chris Jeffries Vince Palacios			
Campus Technology Comm	Virginia Rapp	Pete Marcoux		12:30-2:00	Stadium Room
College Council	Tom Fallo	Chris Jeffries, Claudia Striepe Estina Pratt	Mondays	1-2:00	Admin 127
Dean's Council	Francisco Arce	Chris Jeffries, Claudia Striepe	Thursdays	8:30-10:00	Library 202
Distance Education Advisory Committee	Alice Grigsby				
Facilities Steering Comm.	Tom Fallo	Chris Jeffries, Claudia Striepe			
Planning & Budgeting Comm.	Rory Natividad	Lance Widman Emily Rader (alternate)	1 st & 3 rd Thurs.	1-2:30	Library 202
Student Success Advisory Committee	Jeanie Nishime & Francisco Arce	Chris Jeffries, Cynthia Mosqueda, Sara Blake	2 nd & 4 th Thursdays	1-2:00	Library 202

All of these Senate and campus committee meetings are open, public meetings. Please feel free to attend any meetings that address issues of interest or concern to you



AGENDA & TABLE OF CONTENTS

		Pages
A. CALL TO ORDER		
B. APPROVAL OF MINUTES		6-11
C. OFFICER REPORTS	A. President – Chris Jeffries/Claudia Striepe	12-18
	B. VP – Compton Education Center – Paul Flor	
	C. Chair – Curriculum – Mark Lipe	
	D. VP – Educational Policies – Chris Jeffries	
	E. VP – Faculty Development –Kristie Daniel-DiGregorio	19-20
	F. VP – Finance – Lance Widman	21-22
	G. VP – Academic Technology – Pete Marcoux	
	H. VP – Instructional Effectiveness/Assessment of Learning Committee & SLOs Update – Karen Whitney	23-26
D. SPECIAL COMMITTEE REPORTS	A. ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Francisco Arce and Jeanie Nishime	
E. UNFINISHED BUSINESS	A. BP 1200 ECC Proposed Strategic Plan 2015-2020 – Irene Graff The following Strategic Plan, containing the College’s new Mission, Vision, Values, and Strategic Initiatives, was developed through a collaborative process. This packet contains the actual BP1200 with the strike-outs and additions as requested by C. Wells. This is the second reading and the senate may vote.	27-32
	B. ECC & CEC Institutional Effectiveness Outcomes Strategic Plan 2015-2020 (Draft) – Irene Graff Institutional effectiveness involves College and Center efforts toward continuous improvement in institutional quality, student success, and fulfillment of the College Mission. This is the second reading and the senate may vote.	33-38

<p>F. NEW BUSINESS</p>	<p>A. BP/AP 3250 Institutional Planning – Irene Graff This BP is being brought to the Senate after careful and extensive review by all collegial bodies. It has been approved by Ed Policies. This is a first reading.</p> <p>B. BP/AP 2410 Board Policies and Administrative Procedure – Chris Jeffries This BP?AP is being revised to update local practices and the inclusion of the collegial consultation processes. This is a first reading.</p>	<p>39-53</p> <p>54-55</p>
<p>G. INFORMATION ITEMS – DISCUSSION</p>	<p>“Working with Student Media at ECC” – Presentation – Stefanie Firth (Journalism)</p>	
<p>H. FUTURE AGENDA ITEMS</p> <p>I. PUBLIC COMMENT</p> <p>J. ADJOURN</p>	<p>Articulation and CIDs – Lori Suekawa</p>	

ACADEMIC SENATE ATTENDANCE
September 2nd, 2014

NAME: INITIALS

Adjunt (1 year)

Vacant
Vacant

Behavioral & Social Sciences

Vacant
Christina Gold
Kristie Daniel-DiGregorio
Lance Widman XX
Michael Wynn XX

Business

Phillip Lau
Tim Miller
Josh Troesh XX

Counseling

Griselda Castro XX
Chris Jeffires
Rene Lozano XX

Fine Arts

Ali Ahmadpour XX
Chris Wells XX
Russell McMillin XX
Vince Palacios XX
Karen Whitney XX

Health Sciences & Athletics

Mark Lipe XX
Robert Uphoff
Mina Colunga XX
Tom Hazell XX
Vacant

Humanities

Rose Ann Cerofeci XX
Pete Marcoux XX
Kate McLaughlin
Barbara Jaffe XX
Ashley Gallagher XX

Industry & Technology

Patty Gebhart XX
Ross Durand XX
Mark Fields XX
Tim Muckey
Merriel Winfree XX
Lee MacPherson

NAME: INITIALS

Learning Resources Unit

Moon Ichinaga XX
Claudia Striepe XX

Mathematical Sciences

Zachary Marks XX
Jasmine Ng XX
Megan Granich XX
Alice Martinez
Vacant

Natural Sciences

Sara Di Fiori XX
Miguel Jimenez XX
Anne Valle XX
Mohhamed Abbani XX
Ryan Turner XX

Academic Affairs & SCA

Francisco Arce XX
Karen Lam
Jeanie Nishime XX
Robert Klier

Assoc. Students Org.

Kristina Nakao

Compton Education Center

Estina Pratt EXC
Chris Halligan
Essie French-Preston
Paul Flor XX
Vacant

Ex-Officio Positions

Ken Key (ECCFT) EXCto
Nina Velasquez (ECCFT)

Deans' Reps.; Guests/Other Officers:

Jean Shankweiler XX
Tom Lew
Irene Graff XX
Stephanie Frith XX
Wendy Lopez XX
Preston Reed XX

ACADEMIC SENATE MINUTES

September 2, 2014

Unless noted otherwise, all page numbers refer to the packet used during the meeting, not the current packet you are reading now.

1. CALL TO ORDER Senate Co-Presidents Jeffries (CJ) and Striepe (CS) called the first Academic Senate meeting of the Fall 2014 semester to order on September 2, 2014 at 12:34 p.m.

Senators, other representatives, and guests introduced themselves and confirmed term expirations listed on packet, and confirmed term limits. Co-presidents CJ and CS confirmed senate meeting dates and announced that to conform with the Brown Act, all votes must now be recorded by name. We will count only “no’s” and abstentions in meeting. Votes “for” will be collected from rosters.

2. APPROVAL OF MINUTES

May 8 meeting minutes were approved with the following corrections.

Regarding Senate Committees (p. 3), Chris Jeffries is filling in for Alice Martinez on the Educational Policies Committee this fall. The first meeting is listed on p.3. C. Jeffries requested changes to campus committees.

3. OFFICER REPORTS

A. Co-Presidents – Chris Jeffries (CJ) and Claudia Striepe (CS) (pgs. 10 - 24)

C. Striepe announced a presidential goal to build morale on campus and find a gathering place for faculty that is neutral and not division specific.

College Council and Dean’s Council met last spring. One item discussed was the campus smoking policy. New academic senate co-Presidents Striepe and Jeffries attended a Faculty Leadership Institute in June to learn more about Senate. A Review of the purview and responsibilities of senate are included in the packet. Co- presidents described AB1725, which passed in 1986, and spelled out responsibilities of Senate. (see PowerPoint in packet.) Senate relies on mutual agreement to get things done, 10 + 1 issues specifically and other policies and procedures listed in minutes (p. 11 – 12) C. Striepe explained the structure of senates in general and the statewide equivalent of academic senate. The Brown act requires that the agenda is posted 72 hours before meetings. It can be found on the senate office door along with a list of active members. Participants can bring issues to senate and should report back to divisions and departments. Representatives should know how their department would like them to vote, and senior reps completing their terms should find replacements. The senate guidebook created by former president Chris Gold is available at a link provided in packet.

C. Jeffries asked senators if electronic copies of packets would be ok. Paper packets will be provided for all others. P. Marcoux suggested we print only policies we will be voting on.

B. VP – Compton Education Center – Paul Flor

The state chancellor Bryce Harris will visit CEC October 2 at 1:00 in student lounge. Everyone is invited to hear him speak on topics including student success.

C. Chair – Curriculum – Mark Lipe

M. Lipe provided a summary of curriculum. The minutes from three CCC meetings (April 8, 22, and May 6) were distributed. There were some comments on board policies. BP4248 regards independent study courses. The 60 hours student contact should be reduced to 54 to remain compliant with Title 5. Admissions and Records and IT are involved. Detailed policies of course repetition should be put in catalogue. The plan is to first put the information online for student access. Details will be provided for conditions for repetition and petitions. Changes in repeatability effect physical education and the performing and visual arts especially. Title 5 requires the development of families of courses, but only four takes are allowed within a family - even for families of 6 or 7 courses. (W's and passing scores count as takes.) AR and IT must know how to manage this. IT is not currently recognizing or tracking this, but they are consulting with other schools.

C. Wells asked if catalogue had been updated. Repeatability rules have not been described in detail, but there is a reference to them with links. Board policy is updated in the catalogue. Online catalogues cannot be made catalogue of records for faster updates, because of requirements for print. M. Lipe said that in the past CCC has made changes that take place following year. Print copies are required. Sometimes under extenuating circumstances, addendums are put in with quicker turnover. Dr. Arce explained that there is online availability in PDF form, but that we haven't talked about doing away with print. C. Wells suggested that the issue is how fast can we change the catalogue. Discussion followed. Dr. Nishime pointed out that it's a long cycle. Some colleges put in "pending." There should be a way to expedite the process. Dr. Arce said the addendum catalogue has helped a little, but that we're trying to improve it.

D. VP – Faculty Development – Kristie Daniel –DiGregorio (pgs. 25 - 26)

C. Striepe summarized the minutes of the last FDC meeting on behalf of K. Daniel-DiGregorio, and thanked Dr. Nishime for her presentation on Flex Day.

E. VP – Finance – Lance Widman (pgs.27 – 29, PBC minutes included)

Discussion of 2014-15 Tentative Budget continued with PBC meetings every week through the month of August, with President Fallo's presentation and discussion at the 8/28 PBC meeting, scheduled for the Board's consideration of the proposed Final 2014-15 Final Budget in Sept. Budget update is main priority. Final budget will be recommended this week. Last week the president met with the committee informally and discussed budget planning and new items. It's a good meeting, worth attending, and is usually held around flex. Everyone is invited.

Irene Graff from IR had a planning update (draft on p.35). Lance thanked Irene for interpreting complex data skillfully. For an update of the proposed 2015-2020 Strategic Plan, please see pp. 34-45.

Negotiations and Hiring: Discussion of the hiring of full time faculty per 75/25 requirements (Faculty Obligation Number or FON), and that the hiring process has been moved up on the

calendar to this Fall semester. We're trying to compete for talent and be faster than other colleges. Please keep an eye out for help with hiring committees. PBC will meet Thursday to finalize budget. The deadline is the eighth.

C. Wells asked how many hires are anticipated. Dr. Nishime said 20. According to Dr. Arce, from 335 we should break even with retirements. L. Widman questioned hiring full-time because of budget considerations. Falling below full time requirements can get a school penalized. M. Ichinaga asked if there were more HR emails recently. Dr. Nishime confirmed that there are more classified opening now, as well as student success funding for four recruitments. There is more activity than usual.

F. VP – Academic Technology – Pete Marcoux (pg. 30)

There are two committees 1. Campus Technology Committee, which has no chair (He retired.) Dr. Rapp is stepping in. 2. Academic Technology Committee. Meetings are Sept 25 12:30 – 2:00 and October 28 12:30 – 2:00 in Alondra room, and chaired by P. Marcoux and Dr. Rapp. They cover issues such as software, laptops, classroom technology, etc. and will discuss faculty laptops this semester. Technology is out of date in some divisions. Old computers are dying. Natural Science computers are crashing too. Not all classrooms have wifi. Paper textbooks are going away. Every room must have wifi. ATC sponsors a technology conference in spring with guest speakers. Email Pete or Dr. Rapp if you're interested in serving.

A. Ahmadpour: requested multi division input for new hiring qualifications. We are not yet recruiting for an interim. The district sent consultant's and a link to all faculty, students, and administrators, etc. to collect info about system. A study will be completed by end of November. And it should be shared with faculty. The IT position is a director position not a Vice President.

C. Wells asked if the Chancellor's office is adapting a current system for all CC's and Ed. plan and placement tests. Some schools are piloting it. Dr. Nishime said that we're a pilot for the Ed plan, but it's a ways away.

G. VP – Instructional Effectiveness/ Assesment of Learning Committee and SLO's Update – Karen Whitney (pgs. 31 - 34)

Alignment activities are due Sept. 5 to coordinators. Russell Serr is a new coordinator for the ALC helping KW. Sept .12 is the assessment due date for spring. The next cycle of ILO's is coming up – Dates of trainings are coming up: for trackdat, etc. C. Striepe asked if there would be a training session for support services, or just faculty? K. Whitney acknowledged a need for that and will bring it to ALC. Program reviews due Sept. 19. At next meeting Karen will report on goals for ALC.

4. SPECIAL COMMITTEE REPORTS

A. ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Francisco Arce and Jeanie Nishime

The committees have been working on great ideas for student success. The state gave us money to institute our plan and we hired an analyst, a student services specialist for outreach, and two more positions. In the future, counselors can have transcript evaluations to streamline Ed. plans.

The chancellor's office is pushing for completions. Also Katie Gleason is retiring. (The district funds her position.)

Dr. Arce listed the two most important dates for faculty: Sept 5 (Alignment grids are due) and Sept 12 (Spring Assessments are due.) Accreditation will be here looking at trackdat too so get it done. Accrediting folks will also look at online courses and they have permission to go into any course. P. Marcoux: Are they ghosts or can you see them? Dr. Arce: Alice Grigsby will explain process to faculty via email.

5. UNFINISHED BUSINESS

There was no unfinished business.

6. NEW BUSINESS

A. ECC Proposed Strategic Plan 2015 – 2020 – Irene Graff (pgs. 35 - 39)

This will be the first reading. We will vote on them next meeting. The strategic plan is required of every college; mission, goals, values, vision statement. This is BP1200 (found on trustee's webpage.) We moved it up because of new student success plans because during self evaluation we found deficiencies in current strategic plan. The mission is revised periodically and affirmed as needed. Self-evaluation showed that we didn't emphasize student learning. The proposed mission is found in minutes. (p.35) "Diversity" and "Comprehensive" were maintained as well as learning, and success.

Vision statement is new. "Institution effectiveness outcomes" is also new and looks at higher college outcomes. Details of how we will measure that are on p. 36. Outcomes (goals) were developed through a consultation process

Strategic initiatives were framed in context of student learning so we can embrace that goal. We want an outcome for each of these, and measurable objectives, that are college wide. Additionally, we want to measure them and suggested measures are included in small font in documents. Items are included in pages 35 – 39.

B. ECC & CEC Institutional Effectiveness Outcomes Strategic Plan 2015 – 2020 (Draft) – Irene Graff (pgs. 40- 45)

Institutional effectiveness outcomes are listed on page 40. Some are brand new, and are inspired by the student success act. Ten items are listed on p. 40 of packet. Some items are comprehension and some are goals. Student with 30 units hang around to a complete a degree, so the first year is important. The list includes completion rates and transfer, and rewards! There is a separate report (and separate targets) for Compton center. These were developed on numeric data and students success committees at both campuses to see if they were realistic. They're also based on consultation and planning summits, etc.

P. Marcoux: Is this from accreditation? I. Graff: It's a year early, but we do this anyway. We want meaningful documents. There is no penalty if we don't meet these goals. This is a recommendation, not a federal mandate. Planning wants a meaningful target, not just the minimum. Dr. Nishime: this is statewide too, these targeted goals. I. Graff: Ours are

conservative, 1% per year. Statewide is 2.5 % growth rate per year, which is really ambitious. This is new territory.

A. Ahmadapour felt that our students are underprepared, and wondered how we fit this in with our goals for student success, and how we measure student success.

V. Palacios spoke on the issue of repeatability noting that some skills, especially in the Fine Arts, take years to learn, and why not repeat fundamental classes. Art schools are portfolio based and it takes years to build a portfolio. M. Lipe: Can students cross list course with int/ advanced and combine with same date and time to fill the room? Palacios: They are already stacking. It's not enough. How can we appeal to the state to trim back severe cuts? Dr. Arce: A state wide group is working on this under auspices of state senate. People must get involved state wide to have a voice. ECC is more conservative than other schools. Amount of freedom is not clear. Affected faculty should become involved statewide regarding repeatability. Legislature has constricted but it doesn't mean we don't have a voice. Research and information have been shared. When we don't have good data, we can't prove who transfers in sculpture, etc. We need numbers for this new era of numbers. C. Wells: Lots of statewide stuff is going on. Better list serves for art at some schools are more aggressive. How much of this are we compared to other institutions? What's local? What's statewide?

C. Jeffries: Should we bring it to divisions and ask them how to vote on this? P. Marcoux : Dean's council? I. Graff: definitions are standard. Some terms are created at ECC. Distinctions are in tiny print. Some sources are statewide, some are local. We're planning to show them side by side for administration. C. Wells: We're not voting on it, were approving it? P. Flor: Is this to create a ranking of schools? It goes to chancellor's office? I. Graff: No. It's not used for comparison with other schools. Used within peer groups only. Comparison has been de-emphasized.

7. ADJOURN

The meeting adjourned at **1:57.**

SD/ECCFall14

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – August 18, 2014

Present: Francisco Arce, Linda Beam, Thomas Fallo, Ann Garten, Irene Graff, Jo Ann Higdon, Chris Jeffries, David Mc Patchell, Jeanie Nishime, Susan Pickens, Luukia Smith, and Claudia Streipe.

1. The next College Council meeting is: Monday, September 8, 2014 at 1 p.m.
2. The August 18, 2014 Board agenda was reviewed.
 - a. Board agenda correction: Page HR 2, #3, should be Step 6 (not Step 1).
 - b. Linda will bring the calculations of the salary increases to the Board meeting.
3. BP/AP 3250 (Institutional Planning) – College Council members are asked to send their comments and concerns prior to the next College Council meeting (September 8, 2014).

Agenda – September 8, 2014:

1. Minutes
2. Board Agenda
3. College Council Evaluation
4. BP/AP 3250 (Institutional Planning)
5. BP/AP 2410 (Board Policy and Administrative Procedure)
6. AP 2510 (Collegial Consultation)

College Council 2013-14 Goals:

1. Focus on student success and learning.
2. Monitor and support the advancement of the College’s completion agenda of increasing the number of degrees, certificates, and transfers.
3. Incorporate evidence-based decision making when evidence is available.
4. Actualize the “Making Decisions at El Camino College” document.
5. Complete the review of all policies and procedures relating to Accreditation.
6. Set up a review cycle for all policies and procedures.



NOTES – COUNCIL OF DEANS
July 24, 2014

Present: F. Arce, T. Bonacic, C. Fitzsimons, W. Garcia, E. Geraghty, I. Graff, A. Grigsby, D. Hayden, A. Hernandez, C. Jeffries, B. Klier, G. Miranda, W. Morris, B. Mulrooney, R. Murray, J. Nishime, D. Patel, B. Perez, V. Rapp, J. Shankweiler, D. Shrader, R. Smith, C. Striepe, W. Warren

Other Guests: Robin Dreizler, Elizabeth Martinez, Dawn Reid

I. INFORMATION

A. Notes of 5/08/14: Distributed and reviewed with the following revisions:

- I.B. “ The ~~EOP~~-EOPS Awards Banquet and the first CEC FYE Luncheon and will be held on 5/8/14.”

B. Summer/Fall Registration:

- ITS would like to streamline registration priority groups. Recommendation is to have one algorithm for summer and fall and have the same priority registration for summer semester as fall semester. This would ensure fewer system/programming errors and make it easier for maintenance.
- Moving registration before the “W” deadline will create a problem. If registration is moved prior to the “W” deadline, forecasting of grade deadlines would change and could open the door for illegal repeats.
- The rationale for splitting summer/fall registration has to do with the Student Success Act and provides students with more time to finish their orientation and ed plans.
- Recommendation is to split summer/fall registration. The combination of the two has caused confusion.
- Another recommendation is to move the “W” deadline to an earlier date. Financial aid will not be affected after 60% of a course is completed. It is proposed that the “W” deadline is moved to the middle of the 10th week for fall semester.
- Counselor feedback is needed regarding the split of summer/fall registration and movement of the “W” deadline. C. Jeffries will gather counselor feedback.
- I. Graff will provide data regarding the “W” deadline move and how it will affect students.
- I. Graff will also provide data regarding the target group of students who will be affected by the changes in the Board of Governors Fee Waiver requirements coming in two years.

C. CEC Update: R. Murray provided an update:

- CEC held a Consortium Breakfast and invited local officials and business partners. Compton Mayor Aja Brown was in attendance.
- November 5, 2014 is Bond for \$100 million. CEC will inform local churches about the bond.

D. PBC Update: D. Patel provided an update:

- PBC minutes are available online. A PBC website is currently being developed.
- The tentative budget was reviewed and unanimously approved in May and June 2014.
- PBC will review the final budget in August 2014, and discuss planning and review the Vice Presidents' area plans in September and October 2014.
- 2014-15 will be the last year the Plan Builder tool is used. TracDat will be available for 2015-16 plans.
- ECCE ratified agreement was Board approved in July 2014. If Federation Agreement is ratified it will be on the August Board.

E. Program Review 2013 Survey Results: R. Klier provided an update:

- The Academic Program Review Committee along with IRP surveyed faculty who completed academic program reviews.
- The survey was sent to faculty leaders for each of the 20 programs that needed review. About half of the faculty responded and results were positive overall.
- The major takeaway: the time required to complete the program reviews indicate faculty need assistance.
- Next year, there will be a checklist for verifying circulation to division deans and associate deans, division curriculum representative, and division SLO facilitator as well as verifying review and approval by program faculty.

F. SENSE Survey: I. Graff provided an update:

- The SENSE Survey is a partner of CCSSE. It stands for Survey of Entering Student Engagement.
- The process for SENSE is the same as CCSSE, except it focuses on students who are just beginning college.
- The SENSE Survey will help ECC gain data on early impressions and what programs/services students utilize.
- The survey will be administered to students in a random sample of primarily basic skills English and math classes.
- It is a 45-50 minute survey and will be administered during the 4th/5th week of the fall semester. Results will be provided in March 2015.

II. DISCUSSION/ACTION

A. 2015-16 Summer School Calendar:

- A. Garten will conduct focus groups to collect more information on people who taught and attended summer school.
- Recommendation is to add a week and a half between each summer session to provide students and faculty with a short break.
- Recommendation is to have a smaller first 6-week session and shift more sections to the online classes, 8-week session and second 6-week session.
- Student Services should brainstorm ways to improve communication to recent high school graduates and concurrently enrolled students regarding summer school courses.

B. BP/AP 3250 Institutional Planning: BP/AP 3250 is critical for Accreditation. Most of the changes to this policy are based on changes in Title 5 in addition to Accreditation Standard 1B. The policy will likely migrate into a manual similar to the Curriculum Handbook and will describe strategic plans, roles and responsibilities, and agents of the

planning process. It will also include annual plans like planning and budgeting processes and the faculty hiring process. This is new and mandated by state law. BP/AP 3250 will go to Academic Senate before going to Board. Submit all comments and recommendations to I. Graff.

- C. FT Faculty Position ID: The 2014-15 faculty hiring timeline will be accelerated which may improve the size and quality of the applicant pool. All full-time faculty proposals and completed job announcements will need to be submitted by November 3, 2014. Job announcements will be standardized with language on SLOs.

III. OTHER

A. Announcements:

1. October 6-9, 2014 will be the Accreditation visit. The Accreditation self-evaluation report will be sent out via email next week.
2. Dr. Regina Smith has accepted a position as Vice President of Student Services at LACC. Her last day at ECC will be August 6, 2014.



EL CAMINO COLLEGE
STUDENT SUCCESS ADVISORY COMMITTEE MEETING
DATE: August 14, 2014

Present: F. Arce, R. Bell, S. Blake, R. Dreizler, W. Garcia, I. Graff, S. Griffin, J. Ishikawa, C. Jeffries, S. Kunisaki, G. Miranda, J. Nishime, D. Reid, J. Sims

Other Guests: Preston Reed

The meeting began at 1:03 p.m.

I. INFORMATION

A. Notes of May 8, 2014: Distributed and reviewed with the following revisions:

1. Corrections: (Page 1, A1) – “Shateo Griffin is the new Coordinator of Student **Support** Success Services & Programs at CEC.”

B. Meeting Dates 2014-15: January 8, 2015 Student Success Advisory Committee meeting will be rescheduled. Faculty will not be on campus due to the winter holiday break.

II. DISCUSSION/ACTION

A. SSSP Plan Review – J. Nishime/F. Arce

1. Core Services – Orientation
 - a) D. Reid will verify that the 12 adjunct academic counselors listed include counselors and Student Services Advisors.
 - b) G. Miranda will verify the amount of part-time faculty in the Human Development department and provide a budget for the Human Development 8 course.
 - c) J. Nishime will provide the cost to hire year-round adjunct academic counselors.
2. Core Services – Assessment and Planning
 - a) W. Garcia and I. Graff will provide an estimate of the future target student audience.
3. Core Services – Counseling, Advising, and Other Educational Planning Services
 - a) School Partnerships: Include school partnerships that provide counseling, advising and ed planning services along with a description of how each partnership assists in providing these services. Partnerships that do not offer counseling, advising and ed planning services should not be listed.
 - b) Grant Partnerships: Describe the pre-graduation checks counselors are performing. TRIO STEM Grant and Math Academy should also be included. Describe how counselors are developing ed plans and what they do to advise students.
 - c) Provide details on the campaign used to encourage students to create an ed plan. When is the initial ed plan created? When is the comprehensive ed plan?
 - d) C. Jeffries and D. Reid will revise the Virtual Counseling description.
 - e) C. Jeffries will describe the process for how abbreviated ed plans are created by outreach counselors at high school sites.
 - f) What is the role of HD courses in helping students develop a comprehensive ed plan? Do we plan to send students email messages or letters if they do not have a comprehensive ed

- plan after two semesters or 15 units? Will we initiate registration blocks?
- g) The only positions that should be listed are positions that provide ed plan services.
 - h) Include the costs of all technology tools used for education planning and the fees for those tools.

III.NEXT MEETING

The next Student Success Advisory Committee Meeting will be held on September 11, 2014 at 1:00 p.m. in Library 202.

The meeting adjourned at 2:05 p.m.

Sent on behalf of Francisco Arce, Chris Jeffries, Claudia Striepe.

Deans/Directors (please share with your faculty representative):

Please find attached the 2014-15 FT Faculty Position Identification Form. Please note that the form continues to ask departments to count faculty on pre-retirement as 1.0 FTEF. We will continue with this practice because an individual on pre-retirement can rescind his/her election and turn to teaching full time as has happened in the past. If a department chooses, the impact of faculty on pre-retirement can be addressed in a narrative section.

Those areas wishing to discuss the impact of unplaced faculty in general may do so in one of the narrative sections.

Timeline:

In order to prioritize our recommendations prior to the end of the Fall semester, we have agreed on the following timeline:

1. September 1-18: Deans/faculty work on position requests.
2. Thursday, September 18 by 4:00 p.m.: Deans forward an electronic copy of position requests to Lovell Alford (lalford@elcamino.edu) for data verification.
3. Friday, September 26 by 4:00 p.m.: 30 copies of position request and supporting documentation due to the Office of the VP/AA.
4. Tuesday, September 30, 8:00 a.m.: Copies of division requests and ground rules available for pick up in the Office of the VP/AA.
5. Tuesday, October 7, 2:00-4:30 p.m.: Meeting to review division requests, listen to brief presentations, ask questions, distribute ballots. Location: Alondra Room
6. Wednesday, October 15 by 1:00 p.m.: Deans and faculty representatives forward their ballots to the Office of the VP/AA.
7. Tuesday, October 21, 2:00 p.m.: Final meeting to review priority list. Location: Alondra Room.
8. Monday, November 3: Submit all full-time faculty proposals and completed job announcements to the Academic Affairs Office.

Faculty Development Committee Meeting
Minutes for Tuesday, September 9, 2014, Library Basement Staff Development, 1-1:50 pm

Name	Abbreviation	Division
Florence Baker (present)	(FB)	Behavioral & Social Sciences
Dustin Black (present)	(DB)	Behavioral & Social Sciences/Compton Center
Rose Ann Cerofeci (present)	(RC)	Humanities
Kristie Daniel-DiGregorio* (present)	(KDD)	Behavioral & Social Sciences
Ross Durand, (present)	(RD)	Industry & Technology
Briita Halonen (excused)	(BH)	Humanities
Donna Manno (present)	(DM)	Professional Development
Sumino Otsuji (present)	(SO)	Humanities
Margaret Steinberg (present)	(MS)	Natural Sciences
Evelyn Uyemura (present)	(EU)	Humanities
Andree Valdry (present)	(AV)	Learning Resources/Compton Center

*Committee Chair

Mission Statement: The El Camino College Faculty Development Committee provides opportunities and support to promote instructional excellence and innovation through faculty collaboration.

Fall 2014 Meetings: September 9 & 23, October 14 & 28, November 25, December 9 (if needed).

AGENDA

Faculty Book Club: Sue Ellen Warren, a former member of the FDC, was welcomed as a guest so she and (SO) could be recognized for their tenure as the chairs of the Faculty Book Club. This semester marks their seventh term at the helm of the program, a program about which they presented at the National On Course Conference in the spring. The team raised a glass (of sparkling apple cider) to honor not only their tenure but their enthusiastic and creative efforts to facilitate lifelong learning at El Camino College. The chairs have selected Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education by Kathleen Gabriel as this semester’s text. Dates and times for the meetings will be advertised soon.

Fall Professional Development/Flex Day: The team also toasted the successful completion of the Fall Professional Development/Flex Day. (KDD) expressed appreciation for the hard work of the team in designing a coherent & well-planned program and for the fact that 10 of the 11 members served in a leadership role on Flex Day. The FDC received a shout out for their efforts in the first President’s Newsletter of the semester.

Feedback from Session One (Six Success Factors) facilitators was provided, indicating that facilitators found the “think-pair-share” activity especially productive and appreciated being able to co-facilitate with a colleague and having a clear and thorough lesson plan. Comments from attendees included, “the momentum in the room was just what [was] needed to remember to implement the Student Success Factor” and “it was the best session...she’d been to in years!” Suggestions were to include time to share as a large group the ideas for classroom strategies and to make the purposes of the brainstorm (regarding campus-wide initiatives) and the goal-setting clearer.

One session related to “Valued” dedicated additional time to the brainstorming session and issues were raised that would require the involvement and assistance of the college’s administration. The team decided to review a compilation of all of the brainstorm results to identify key issues that can be raised with the administration. In addition, all brainstorming results will be shared with the Student Success Advisory Committee, chaired by Vice Presidents Arce and Nishime.

The committee expressed support for continuing the theme of the Six Success Factors throughout the academic year. The following initiatives were discussed:

- Brief monthly emails to listserve, highlighting examples from goal-setting activity, organized by Success Factor. The 1st 3 Success Factors would be presented Sept-Oct-Nov, one per month. The 2nd 3 Success Factors would be presented Feb-Mar-Apr. Six volunteers [(DB), (RC), (KDD), (SO), (MS) and (EU)] will review submitted goals to identify 3-5 to highlight, pending the authors’ permission.
- A follow-up workshop in October, featuring one of the Session Two workshops that was highly attended and positively reviewed in Flex Day evaluations.
- Returning goals to faculty and inviting them to report back on their progress implementing the strategies from Flex Day.

Before the next FDC meeting, results of the session evaluations and brainstorming sessions will be sent to FDC members for their review so they can be discussed at the next meeting.

Outstanding Adjunct Faculty Award: Fundraising. The team reviewed the appeal letter drafted in spring and a donation form developed with assistance from Nancy Tonner and Katie Gleason in the Foundation. The team discussed how the ambitious goal to raise \$14,000 can be easily accomplished if faculty make modest individual donations of \$35-100. The letters will be slotted to mailboxes this week and the deadline for giving is September 26th. An anonymous donor has provided gift cards to support the fundraising efforts, which will be raffled to faculty donors. The Foundation has confirmed that there are sufficient funds for this year’s recipient to be awarded \$500 cash.

FDC “Orientation”: Overview of Projects for 2014-2015. In “Making Decisions at El Camino College,” collegial consultation committees are encouraged to provide an orientation for members and review committee’s purpose statement, purview and goals. Although the FDC is not officially a collegial consultation committee, (KDD) suggested it would still be useful to model these strategies. As a result, FDC members received a handout outlining goals for the year, which will be discussed in greater detail at the next meeting.

Meeting was adjourned at 1:50 pm.

KDD/9.10.14

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: August 28, 2014

MEMBERS PRESENT

Members

- | | |
|--|---|
| <input checked="" type="checkbox"/> Alice Grigsby - Management/Supervisors | <input checked="" type="checkbox"/> Dawn Reid - Student & Community Adv. |
| <input type="checkbox"/> Saima Fariz – ASO | <input checked="" type="checkbox"/> Cheryl Shenefield - Administrative Services |
| <input checked="" type="checkbox"/> Ken Key - ECCFT | <input type="checkbox"/> Dean Starkey – Campus Police |
| <input checked="" type="checkbox"/> Rory K. Natividad - Chair (non-voting) | <input type="checkbox"/> Gary Turner - ECCE |
| <input checked="" type="checkbox"/> Dipte Patel - Academic Affairs | <input checked="" type="checkbox"/> Lance Widman - Academic Senate |

Other Attendees: Members: David Brown, William Garcia, Irene Graff, Emily Rader **Support** – Francisco Arce, Babs Atane, Linda Beam, Janice Ely, Tom Fallo, Connie Fitzsimons, Jo Ann Higdon, Chris Jeffries, Jeanie Nishime, Claudia Striepe **Guest:** Stephanie Frith, Kate McLaughlin,

The meeting was called to order at 1:03 p.m.

Approval of August 7, 2014 Minutes

1. Page 1, Budget Update, 1b, after \$300,000 **add:** over last year's amount.
2. Page 2, Institutional Planning AP/BP, **delete last sentence.**

Final Budget Presentation– T. Fallo

1. T. Fallo thanked the PBC for the important work they do. The accreditation visit will be between October 6 to 9, 2014 and as of yet there is no set schedule yet. The accreditation site-visitation team will want to visit with the PBC in order to gain a better understanding of our budget and planning. Some specific meetings with certain individuals may be requested by the accreditation site-visitation team. Recent accreditation decisions have identified many colleges demonstrated a lack of linking planning and budgeting.
2. The governor and legislator passed the state budget on time – before June 30 this year. COLA this year is listed at 0.85% which is almost half of last year's amount. The new budget which was passed is supporting growth but the exact formula for growth is not known at this point. Some colleges do not want as much restoration growth because many districts are having difficulty making cap let alone growth.
3. This year the goal for El Camino College is to make up the 291 FTES plus make up the cap which is alternately 2.75% - 2.8%. Meeting growth is a huge issue throughout the state.
4. One very important item is the state deferrals. During the recession the state loaned the community colleges money which we are still paying back. This year the goal was to reimburse this loan fully but it was not fully reimbursed and therefore we will have to reimburse more money next year. The important thing is to fund a 0.85% growth which is roughly \$42,000,000 to \$46,000,000 statewide. The amount going into deferrals is approximately \$440,000,000.
5. Student Services and Support Programs (SSSP) was provided additional money this year which will allow us to restore and grow slightly in this area. The main emphasis is now degrees, completions, or whatever measure of student success we can imagine. Continuing quality improvement is critical for accreditation and for discussions on what will be important. The big focus the next decade is on measurable output which is usually degrees or completions and events like counseling session.

6. One major change to the budget is fund 15. In the tentative budget last year there was a number of student success programs listed. As result of a resignation in the Puente Program, the Puente office in Berkley requested El Camino College take a planning (step-out) year. El Camino will be looking at all the programs traditionally budgeted on fund 15 in regards to their effectiveness. It should be looked at where we have been with these programs and where we will be going in the future. It was clarified the “planning year” is a year planning for the Puente Program but we are not just focusing on just the Puente Program but on all the student success programs that have learning communities or specific purposes. It was noted that the budget for these programs is still being adjusted and is not specifically broken down yet.
7. It was noted other colleges in surrounding districts are growing. Advertising by neighboring colleges is becoming more aggressive in order to attract more students. We formally had agreements in the past to not enter another district’s service area without their consent. These rules have now become vague, so the recruiting environment will be amplified to help meet the growth need that district are having.
8. The transmittal letter to the Board of Trustees was presented to the committee. The State General Apportionment base FTES is projected at 19,162 FTES for 2014/15. The enrollment goal is listed at 19,500 FTES. The reason for the difference between the two figures is we want to get back the 3% plus we want to pay back the previous year.
9. The retiree health benefits fund will be paid off this year. The \$2,400,000 transfer freed up \$800,000 which went towards the salary increases.
10. Foreign student recruitment was discussed and it was noted we are fairly competitive. It was pointed out other colleges have other resources in assisting them with international recruiting of students. We currently are at a total of 750 to 850 international students. Our goal is 1,000 students.
11. It was noted at the October board meeting we may ask for eligibility for Compton. This process of accreditation could take anywhere from four to eight years for Compton. It is thought once eligibility is acquired, we may possibly be able to call Compton a campus instead of a center. The ACJC has a draft of the plan which was favorably received. The goal for Compton is to be a secure district by itself. Eventually Compton will be a college within the El Camino College District which can be transferred to another district.

Adjournment – R. Natividad

1. The meeting adjourned at 2:10 p.m. The next meeting will be **September 4, 2014 at 1:00 p.m.**, in Library 202.

RKN/lmo



Assessment of Learning Committee (ALC)

Monday, May 12, 2014

Admin 131 - 2:30pm to 4:00pm

SLO Coordinators: Karen Whitney, Kaysa Moreno, and Chelvi Subramaniam

Not Present: Chris Mello

Recorder: Isabelle Peña

Attendees:

Academic Affairs, ECC - Bob Klier

Institutional Research - Irene Graff

Deans' Representative - Jean Shankweiler

Business - Ana Milosevic

Business Associate Dean - Tammy Pao

Fine Arts - Vince Palacios and Harrison Storms

Fine Arts Associate Dean - Diane Hayden

Health Sciences and Athletics - Russell Serr

Humanities - Stephanie Merz and Kevin Degan

Industry and Technology - SueEllen Warren

Mathematical Sciences - Susanne Bucher

Natural Sciences - Jim Noyes

Library/LRU - Claudia Striepe

MINUTES

I. Call to Order

Meeting was called to order at 2:37 p.m.

II. ALC Acknowledgements

Some members of ALC/SLO coordinators who are departing were acknowledged:

- *Stephanie Merz* - has been SLO facilitator since 2012; Bob K. and Kevin D. thanked her for all the hard work; she was presented with a certificate.
- *Pati Fairchild* (not present) - has been SLO facilitator since 2012 and has worked so hard in the Industry & Technology Division; SueEllen stated that Pati is very bright and thinks outside the box and she commends her; she will be presented with a certificate.
- *Kaysa Moreno* - has been an SLO facilitator since 2008 and became SLO coordinator in 2010; Bob K. and the committee thanked her; Chelvi S. stated that she was very instrumental in making the connection with the Compton Center—she walked them through the SLO process and alignments and thanked her for all her time, effort, and help; Karen W. stated she is impressed with her dedication and she is the voice of reason—she keeps us focused on what needs to be done; she was presented with a certificate.
- *Russell Serr* is stepping up as SLO Coordinator.

III. Approval of Minutes

A motion was made by Karen W. to approve the minutes for the 4/28/2014 ALC meeting and was seconded by SueEllen W. Motion was carried.

IV. Reports

A. Facilitator/ALC Fall 2014 Schedule Reminder: Target - Standards Met (Percentages) (Bob Klier)

- Schedule reminder for Fall 2014 semester: Spring 2014 and Summer 2014 assessments are due September 12, 2014.
- In some of the sample assessment reports coordinators are looking at, some faculty were not as specific as they could have been with setting a standard and did not state whether the standard was met or not; reminder to make sure faculty is specific with setting a standard for an assessment and indicate whether or not that standard was met.

B. ILO Senate Update (Karen Whitney)

- Coordinators had their second discussion with Academic Senate with the revised/updated ILOs; there was very little discussion and they were approved. With the explanations on *Content Knowledge*, members of the Senate started to understand and they were fairly accepting of our reasoning; we showed that so few SLOs and PLOs were aligned only with *Content Knowledge*.
- ILOs were approved with an almost unanimous vote (2 abstentions, no Nays).
- This means that we are on target to do the re-alignment in Fall 2014.
- Bob K. thanked everyone for their work on the ILO process.
- Other item discussed at the Senate meeting was the discussion of the concept of assessing annually within the 4-year cycle and fully assessing a program within 4 years.

C. Facilitator Division Reports Reminder (Bob Klier)

- SLO facilitators should send division reports to Karen Whitney by May 23, 2014,.

D. ALC Newsletter (Bob Klier)

- The latest ALC newsletter was distributed to those in attendance. Bob K. liked the "Keep up the good work" section and trying to keep things positive, upbeat and informative.

E. Timeline Review

- Russell S. stated that Isabelle P. sent facilitators updated SLO Assessment timelines for each division for review of any changes or discrepancies and wanted to know when this was due; Isabelle P. and Bob K. stated that we would need them before the faculty leaves campus for the semester as they are scheduled to be uploaded to ECC's SLO website.
- Chelvi S. stated that for the Compton campus, it is important that Isabelle P. gets those timelines because once she updates them, she then communicates with Compton and Chelvi S. then sends the updated timelines to the faculty.

IV. Flex Day Fall 2014 Grid Alignment Task (Karen Whitney)

- A. Revised sample alignment grids were handed out to those in attendance. Karen W. stated that at the last facilitator meeting they talked about the easiest way to do the alignment. The goal is to align the new SLOs to the new PLOs and the new PLOs to the new ILOs and the courses to the new ILOs (important for the General Education assessment).
- B. In the past we ranked the alignment (1 through 4); this time, just mark it with an 'X' if it aligns, if not, do not 'X' (leave it blank). Irene suggested salvaging some of the language from the 4 (strongest), 3, 2, 1 (least) rating to define whether or not to put an "X" on the alignment.
- C. Isabelle P. stated the importance of faculty/facilitators reviewing the SLO statements on TracDat ASAP to make sure they are current because the SLO statements that will be on the Fall 2014 alignment grids will be taken from TracDat; if SLO statements in TracDat that are not current or need to be revised should be done so by the facilitator.
- D. Fall 2014 Alignment Grids will be distributed on FLEX Day. Stephanie M. asked when the alignments are due. Karen W. stated that it would be ideal to work on the alignments on FLEX Day since that is the best day for ECC to have the collaboration with Compton. However, the deadline will be give to be a couple of weeks after FLEX Day.
- E. SueEllen asked if the SLOs should be aligned with all ILOs; Bob K. said no.

V. **Content Knowledge Final Report** (Bob Klier)

- A. A handout of the final report of the ILO assessment for *Content Knowledge* was distributed to those in attendance. Bob K., Irene G., and Pati F. were members of the team that reviewed this ILO. Bob K. went over Methodology, Results, and Conclusions that were stated in the report, which were derived from their team's assessment of this ILO that will no longer be used as a separate statement. The team used Fall 2013 PLO assessment data for this assessment.
- B. Diane H. stated that since this report will be made public, it is okay to use the overall numbers and percentages shown on the 'Results' section of the final report, but wondered if the 'Results' portion could include more details, e.g. which programs were assessed and the results for each program assessed, in addition to the generalized information, so that it could be used as a learning tool, even if the detailed information is shared internally. Kaysa M. agreed with Diane's suggestion of giving more specific details and stated that it would be interesting to see which program PLOs were included in the assessment—to see if every division was represented.
- C. Bob K. will revise the 'Conclusions' section to state that ILO statements will no longer include a separate *Content Knowledge* competency, as approved by the Academic Senate.
- D. Kaysa M. asked if there is some sort of report or documentation somewhere that shows the process which led to the elimination of *Content Knowledge* and if so, where is it documented?

VI. **ALC Goals for Fall 2014** (Bob K.)

The committee discussed possible goals for the Fall 2014. These items will be narrowed down and finalized at the next ALC meeting (the first meeting in Fall 2014).

- A. Establish a new ILO assessment cycle; begin assessment process for the first ILO selected in Fall 2014 (possibly "Communication").
- B. How to help our faculty understand this assessment process clearly, e.g. What is a goal? What is an objective? How do you measure it? How do you assess it? What do you do with the assessment data?
 - Conduct a 'Best Practices' campaign showcasing TracDat reports that are well-written and have the kind of assessments and results that we can show faculty as good examples and identify what makes them good examples.
- C. ALC to lead faculty discussions for best assessment practices (workshops, norming sessions, discussing data analysis, etc.).
 - Possibly need to have more flexibility in how we design assessments based on each department, for the different types of courses.
- D. Work on ALC orientation materials to new faculty as well as goals and mission for committee.
- E. ALC to collaborate with other colleges' Assessment of Learning Committees.
- F. ALC to develop a yearly themed outreach and staff development related to an ILO.
 - Kaysa stated that what she has seen in other schools is that they select an ILO that they will have activities throughout the year relating to that particular ILO, e.g. if they are looking at "Communication", they have seminars, best practices, etc. relating to "Communication".
- G. ALC to work more on process—to show faculty that this is a faculty-driven thing
 - Some of the faculty evaluators are concerned about consistency in the areas with multiple sections and they would like to write it up in their evaluations, but they do not have data; possibly conduct some workshops on collecting data so that faculty has a way of addressing the standard across multiple sections.
- H. Equity concerns—teaching to a diverse audience and student ability so faculty need to be more flexible in teaching a diverse audience and be able to identify where they are in their continual academic skills; Irene G. stated that colleges are now mandated to have a student equity plan where

we study gaps and performance, primarily based on ethnicity. Anywhere where there is historical inequity, we, as a college, need to make a plan to narrow that gap and I see a place how we're addressing learning within that framework.

VII. Next meeting – September 8, 2014

Bob K. thanked everyone in the committee for their service this academic year.

VIII. Adjournment

Meeting was adjourned at 3:44 p.m.

SPRING 2014 ALC Meetings	Facilitator Train-the-Trainer Sessions	Upcoming Deadlines
<p>Mondays - 2:30 to 4:00 pm Admin 131</p> <p>February 10, 2014 February 24, 2014 March 10, 2014 April 14, 2014 April 28, 2014 May 12, 2014</p>	<p>Tuesdays 1:00 to 2:00 pm DE 162 or Library West Basement, Rm. 19 March 11, 2014 April 29, 2014 May 13, 2014</p> <p>“Working” Workshop: Entering SLO Assessments into TracDat Library Basement West Thursday, May 8, 1-2pm Tuesday, May 13, 1-2pm Wednesday, May 14, 2:30-3:30</p>	<p>February 10, 2014 - Fall Assessments</p>

The El Camino College Mission,
Vision, Philosophy, Values And Strategic Initiatives Guiding Principles

Mission Statement

~~El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.~~

El Camino College makes a positive difference in people's lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

Vision Statement

~~El Camino College will be the College of choice for successful student learning, caring student services and open access. We, the employees, will work together to create an environment that emphasizes people, respect, integrity, diversity and excellence. Our College will be a leader in demonstrating accountability to our community.~~

El Camino College will be the college of choice for successful student learning that transforms lives, strengthens community, and inspires individuals to excel.

Statement of Philosophy

~~Everything El Camino College is or does must be centered on its community. The community saw the need and valued the reason for the creation of El Camino College. It is to our community that we must be responsible and responsive in all matters educational, fiscal and social.~~

Statement of Values

Our highest value is placed on our students and their educational goals, interwoven in that value is our recognition that the faculty and staff of El Camino College are the College's stability, its source of strength and its driving force. With this in mind, our five core values are:

People – We strive to balance the needs of our students, employees and community.

Respect – We work in a spirit of cooperation and collaboration.

Integrity – We act ethically and honestly toward our students, colleagues and community.

Diversity – We recognize and appreciate our similarities and differences.

Excellence – We aspire to deliver quality and excellence in all we do.

Guiding Principles

~~The following guiding principles are used to direct the efforts of the District:~~

~~El Camino College must strive for distinction in everything the College does in the classroom, in services and in human relations. Respect for our students, fellow employees, community and ourselves, must be our underlying goal.~~

~~Cooperation among our many partners including other schools and colleges, businesses and industries, and individuals is vital for our success.~~

District Mission and Strategic Plan 2015-2020**The El Camino College Mission, Vision, Philosophy, Values And Strategic Initiatives Guiding Principles**

~~Access and success must never be compromised. Our classrooms are open to everyone who meets our admission eligibility and our community programs are open to all. This policy is enforced without discrimination and without regard to gender, ethnicity, personal beliefs, abilities or background.~~

Institutional Effectiveness Outcomes

Institutional effectiveness involves College efforts toward continuous improvement in institutional quality, student success, and fulfillment of the Mission. The College's integrated assessment, evaluation, and planning processes are put into practice with the ultimate outcome of greater institutional effectiveness—more students from our diverse communities will attain educational success and achieve their academic goals.

The following outcomes will be used to measure progress on student achievement and improvements in institutional effectiveness at El Camino College¹.

1. Student Readiness Rate
2. Successful Course Completion Rate
3. Remedial English Completion Rate
4. Remedial Math Completion Rate
5. Three-Term Persistence Rate
6. 30-Units Achievement Rate
7. Completion Rate
8. Transfer Rate
9. Degrees and Certificates awarded
10. Number of Transfers

Improvement goals to be achieved by the end of the Strategic Plan (Academic Year 2019-2020) are developed through College-wide consultation, with annual progress compared with a baseline year. Institutional effectiveness outcomes will be monitored annually for progress on each goal. In addition, an overriding priority is to reduce existing differences in achievement by demographic characteristics across all measures.

Strategic Initiatives

In order to fulfill the mission and make progress toward the vision, El Camino College will focus on the following strategic initiatives. *Strategic Initiatives* represent the areas of focused improvement. *Objectives* are College-wide plans to make progress on each initiative. *Measures* assess that progress during the period of the Strategic Plan (2015-16 to 2019-2020).

A (STUDENT LEARNING)

¹ Definitions and established goals for these outcomes are detailed in *Institutional Effectiveness Outcomes*, published on the [Institutional Research & Planning webpage](#).

District Mission and Strategic Plan 2015-2020**The El Camino College Mission, Vision, Philosophy, Values And Strategic Initiatives
Guiding Principles**

~~A. Enhance teaching to~~ Support student learning using a variety of effective instructional methods, educational technologies, and college resources ~~and services~~.

Objectives:

1. Develop a comprehensive professional development plan that ties in with campus plans and initiatives to promote student success.

Measure: Develop, publish, and track progress of professional development plan. (Source: Professional Development Plan reports)

2. Incorporate instructional approaches that are positively associated with student success and persistence.

Measure: Increase in student learning following instructional changes. (Source: individual faculty SLO outcomes)

Measure: Increase in student engagement reported by students and faculty. (Source: Community College Survey of Student Engagement, CCSSE, 2014 to 2018)

3. Provide specific and relevant technology training to support integration of technology with instruction.

Measure: Increase in favorable use of technology for classroom engagement and learning. (Source: Faculty Technology Survey)

4. Provide equipment needed to support faculty use of technology.

Measure: Favorable faculty ratings of adequate technology available in classrooms and labs. (Source: Faculty Technology Survey)

5. Institute outcomes-based conference attendance with a required sharing component for broader College benefit, where applicable.

Measure: Increase in faculty-to-faculty events, such as brown bags and flex events (Source: Dean reports/Council of Deans)

B (STUDENT SUCCESS & SUPPORT)

~~B-~~ Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.

Objectives:

1. Implement programs and services as detailed in the Student Success & Support Program Plan (SSSP), focused on pre-enrollment (access in), post-enrollment (access through), and graduation or transfer (access out).

Measure: Number of students served by these programs (Source: SSSP annual reports)

2. Implement the plans indicated by the Student Equity Plan (SEP), focused on improving successful outcomes for all students.

Measure: Decrease in equity gaps identified in SEP (Source: annual SEP updates)

3. Implement the College Master Plan, focused on carrying out the Strategic Plan through educational and resource planning.

Measure: Implementation of the College Master Plan

District Mission and Strategic Plan 2015-2020**The El Camino College Mission, Vision, Philosophy, Values And Strategic Initiatives
Guiding Principles*****C (COLLABORATION)***

C. Foster a positive learning environment and sense of community and cooperation through Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.

Objectives:

1. Develop, promote, and implement an employee recognition plan.
Measure: Implementation and promotion of the employee recognition plan
2. Conduct annual review of the *Making Decisions at El Camino College* document which includes member orientation, purpose review, planning, goal-setting, and self-evaluation for all consultation committees.
Measure: Percentage of consultation committees that completed all aspects of the review
3. Strengthen collaboration among programs, across disciplines and college areas.
Measure: Improvement in College-wide evaluations of collaboration on College projects and processes
4. Improve publication of the broad input on college processes.
Measure: Collegial consultation committee evaluation results
Measure: Incorporate items on employee/program collaboration on campus climate survey
5. Add this initiative to the purpose statement of each collegial consultation committee.
Measure: Proportion of collegial consultation committees that have this initiative on their purpose statement

D (COMMUNITY RESPONSIVENESS)

D. Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development needs of the community.

Objectives:

1. Develop strategic partnerships that include program advisory committees that address the current and future workforce development needs of the local communities and the region.
Measure: Establish at least one broad-based business advisory committee.
Measure: Inventory input from program advisory committees and track program development and / or modifications from their input.
2. Develop corporate partnerships that enhance STEM training to prepare our students for STEM programs and careers.
Measure: Establish at least four STEM-supporting corporate partnerships. Survey partners on potential STEM program improvements and track improvement development.
Measure: Job placement rates for Technical degree and certificate earners (Source: CTE Employment Outcomes survey)
Measure: Increase in students completing STEM gateway courses
Measure: Increase in STEM degrees and certificates awarded
Measure: Increase in STEM-intended transfers [not sure how to measure this one yet]
3. Develop inter-segmental programs linking feeder high school districts with El Camino College and regional universities to create strong and clear pathways for students.
Measure: Complete the development of at least one inter-segmental program, with plans for others in process
Measure: Increase in enrollment for targeted pathways.

District Mission and Strategic Plan 2015-2020**The El Camino College Mission, Vision, Philosophy, Values And Strategic Initiatives
Guiding Principles**

Measure: Improve academic English and math preparedness of students in pathway programs (Source: Annual Assessment test report)

Measure: Increase the number of transfers to regional universities

Measure: Increase the transfer rate

E (INSTITUTIONAL EFFECTIVENESS)

~~E. Improve~~ **Strengthen** processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation.

Objectives:

1. Develop an integrated program review and planning tool.

Measure: Program review and planning tool fully implemented

Measure: Achieve higher rates of satisfaction with planning tool than in the past by way of the annual planning evaluation

2. Establish benchmarks and aspirational goals for student achievement.

Measure: Benchmarks and aspirational goals set for student achievement

3. On a regular basis, gather current information on our community to ensure that we are responsive to community needs.

Measure: Complete a comprehensive external environmental scan of the College's service area

Measure: Revise U.S. Census-based District Profile on a 5-year cycle

Measure: Conduct a community survey on a 5-year cycle, or as needed

4. Strengthen collaboration between programs serving students.

Measure: Conduct assessment of programs that would benefit from greater collaboration

Measure: Cross-program councils convened on a regular basis to share and exchange information and ideas

5. Add this initiative to the purpose statement of each committee involved with institutional effectiveness processes.

Measure: Proportion of institutional effectiveness committees that have this initiative as part of their purpose statement

F (MODERNIZATION)

~~F. Support facility and technology improvements to meet the needs of students, employees, and the community.~~

Modernize infrastructure and technological resources to facilitate a positive learning and working environment.

Objectives:

1. Implement the Technology Plan to meet the developing information technology needs of the campus.

Measure: Complete the implementation of the current Technology plan is implemented

Measure: [Other outcomes as a result of the Tech Plan?]

2. Continue implementation of the Facilities Master Plan to modernize campus facilities and infrastructure, revising as needed.

District Mission and Strategic Plan 2015-2020

**The El Camino College Mission, Vision, Philosophy, Values And Strategic Initiatives
Guiding Principles**

Measure: Facilities master plan remains on schedule, and is modified regularly to reflect emerging needs

3. Implement safety cameras and other technological aspects of campus safety plan.

Measure: Proportion of the campus safety plan that is implemented

~~G. Promote processes and policies that move the College toward sustainable, environmentally sensitive practices.~~

El Camino College

Adopted: 1/16/01

Amended: 1/22/02, 6/18/07, 6/21/10

Revised: <date pending>

El Camino College

Institutional Effectiveness Outcomes

Strategic Plan 2015-2020 (August 26, 2014 DRAFT)

Institutional effectiveness involves College and Center efforts toward continuous improvement in institutional quality, student success, and fulfillment of the College Mission. The College's integrated assessment, evaluation, and planning processes are put into practice with the ultimate outcome of greater institutional effectiveness – more students from our diverse communities will attain educational success and achieve their academic and life goals.

The following outcomes will be used to measure progress on student achievement and improvements in institutional effectiveness at El Camino College. These outcomes will be monitored annually, with the aim of reaching the stated goal by the end of the Strategic Plan period (Academic Year 2019-2020). *An overriding goal is to reduce existing differences in achievement by demographic characteristics across all measures.* The baseline year used for comparison is indicated for each measure. Each measure is defined on the following page.

1. Increase in **Student Readiness Rate** by X to 100%. [new measure pending]
Source: Annual Student Achievement Report; Baseline year: 2013-14.
2. Increase in **Successful Course Completion Rate** by 5% to 73.7%.
Source: Annual Factbook; Baseline year: 2012-13.
3. Increase in **Remedial English Completion Rate** by 10% to 54.3%.
Source: Student Success Scorecard; Baseline year: 2012-13.
4. Increase in **Remedial Math Completion Rate** by 10% to 29.6%.
Source: Student Success Scorecard; Baseline year: 2012-13.
5. Increase in **3-Term Persistence Rate** by 5% to 72.1%.
Source: Student Success Scorecard; Baseline year: 2012-13.
6. Increase in **30-Units Achievement Rate** by 5% to 69.4%.
Source: Student Success Scorecard; Baseline year: 2012-13.
7. Increase in **Completion Rate** by 5% to 50.6%.
Source: Student Success Scorecard; Baseline year: 2012-13.
8. Increase in **Transfer Rate** by 5% to 41.1%.
Source: Chancellor's Office Data Mart; Baseline year: 2012-13.
9. Increase in annual **Number of Degrees and Certificates** awarded by 10% (to 2,232 and 659, respectively).
Source: Annual Certificates & Degrees report; Baseline year: 2012-13.
10. Increase in annual **Number of Transfers** by 5% to 1,509, with special focus on CTE and STEM.
Source: Institutional Research reports; Baseline year: 2012-13.

Table 1. Student Achievement Outcomes, AY 2013-14

#	Achievement Measure	2012-13 (baseline)	AY 2013-14	ACCJC Std.	Met Std.	Goal by 2019-20	Met Goal
<i>Student Readiness and Progress Rates</i>							
1	Student Readiness*			--	--	100%	
2	Successful Course Completion	70.2%		65.0%	✓	73.7%	
3	Persistence (Fall to Fall)	68.7%		--	--	72.1%	
4	30 Units Achievement	66.1%		--	--	69.4%	
5	Progression			--	--		
6	Remedial English Completion	49.4%		--	--	54.3%	
7	Remedial Math Completion	26.9%	▲	--	--	29.6%	
<i>Student Outcomes - Annual Tallies</i>							
8	Degrees Earned	2029	▲	1463	✓	2232	
9	Certificates	599	▲	435	✓	659	
10	Transfer	1437	▼	1299	✓	1509	
<i>Student Completion Rates - Cohort Rates</i>							
11	Transfer Prepared			--	--		
12	Overall Completion	48.2%	▲	--	--	50.6%	
13	Degrees Earned			--	--		
14	Transfer	39.1%	▲	--	--	41.1%	
15	CTE Completion	61.1%		--	--	64.2%	
16	Licensure Pass			--	--		
17	Employment			--	--		

Note. Std. = Standard. Green arrows indicate one-year increase of at least 1%. Red arrows indicate one-year decrease of at least 1%. Outcomes defined on next page.

*Baseline year is 2013-14.

Outcome Definitions

3-Term Persistence Rate. Percentage of degree, certificate, and/or transfer-seeking students who enrolled in their first three consecutive terms.

30-Units Achievement Rate. Percentage of degree, certificate, and/or transfer-seeking students who achieved at least 30 units within their first six years of enrollment.

Completion Rate. Percentage completing degree or certificate, or transferring within six years of college entrance.

CTE Completion Rate. Percentage completing certificate, degree, or transfer among students in CTE programs.

Progression Rate. In development. May include basic skills and “college-prep” progression rates. Subgroup rates for English and math.

Remedial English Completion Rate. Percentage successfully completing a college-level English course within six years whose first English course completed was at the remedial level.

Remedial Math Completion Rate. Percentage successfully completing a college-level math course within six years whose first math course completed was at the remedial level.

Student Readiness Rate. Percentage of new, non-exempt, students completing assessment, orientation, and educational planning

Successful Course Completion Rate. Percentage of students earning an A, B, C, or P in a course.

Transfer Prepared. Completion of 60 transferrable units and a 2.0 GPA.

Transfer Rate. Percentage of students who transfer to a four-year university within six years of first enrollment.

El Camino College Compton Center

Institutional Effectiveness Outcomes

Strategic Plan 2015-2020 (August 21, 2014 DRAFT)

Institutional effectiveness involves College and Center efforts toward continuous improvement in institutional quality, student success, and fulfillment of the College Mission. The College's integrated assessment, evaluation, and planning processes are put into practice with the ultimate outcome of greater institutional effectiveness – more students from our diverse communities will attain educational success and achieve their academic and life goals.

The following outcomes will be used to measure progress on student achievement and improvements in institutional effectiveness at El Camino College Compton Center. These outcomes will be monitored annually, with the aim of reaching the stated goal by the end of the Strategic Plan period (Academic Year 2019-2020). *An overriding goal is to reduce existing differences in achievement by demographic characteristics across all measures.* The baseline year used for comparison is indicated for each measure. Each measure is defined on the following page.

1. Increase in **Student Readiness Rate** by X to 100%. [new measure pending]
Source: Annual Student Achievement Report; Baseline year: 2013-14.
2. Increase in **Successful Course Completion Rate** by 5% to 68.3%.
Source: Annual Factbook; Baseline year: 2012-13.
3. Increase in **Remedial English Completion Rate** by 10% to 36.0%.
Source: Student Success Scorecard; Baseline year: 2012-13.
4. Increase in **Remedial Math Completion Rate** by 10% to 21.9%.
Source: Student Success Scorecard; Baseline year: 2012-13.
5. Increase in **3-Term Persistence Rate** by 5% to 49.6%.
Source: Student Success Scorecard; Baseline year: 2012-13.
6. Increase in **30-Units Achievement Rate** by 5% to 55.4%.
Source: Student Success Scorecard; Baseline year: 2012-13.
7. Increase in **Completion Rate** by 5% to 32.8%.
Source: Student Success Scorecard; Baseline year: 2012-13.
8. Increase in **Transfer Rate** by 5% to 33.8%.
Source: Chancellor's Office Data Mart; Baseline year: 2012-13.
9. Increase in annual **Number of Degrees and Certificates** awarded by 10% (to 319 and 111, respectively).
Source: Annual Certificates & Degrees report; Baseline year: 2012-13.
10. Increase in annual **Number of Transfers** by 5% to 544, with special focus on CTE and STEM.
Source: Institutional Research reports; Baseline year: 2012-13.

Table 1. Student Achievement Outcomes, AY 2013-14

#	Achievement Measure	2012-13 (baseline)	AY 2013-14	ACCJC Std.	Met Std.	Goal by 2019-20	Met Goal
<i>Student Readiness and Progress Rates</i>							
1	Student Readiness*			--	--		
2	Successful Course Completion	65.0%	▲	58.0%	✓	68.3%	
3	Persistence (Fall to Fall)	47.2%		--	--	49.6%	
4	30 Units Achievement	52.8%	▲	--	--	55.4%	
5	Progression			--	--		
6	Remedial English Completion	32.7%	▼	--	--	36.0%	
7	Remedial Math Completion	19.9%	▼	--	--	21.9%	
<i>Student Outcomes - Annual Tallies</i>							
8	Degrees Earned	282	▲	199	✓	319	
9	Certificates	98	▼	77	✓	111	
10	Transfer	518	▲	278	✓	544	
<i>Student Completion Rates - Cohort Rates</i>							
11	Transfer Prepared			--	--		
12	Overall Completion	31.2%	▼	--	--	32.8%	
13	Degrees Earned			--	--		
14	Transfer	32.2%	▲	--	--	33.8%	
15	CTE Completion	54.1%		--	--	56.8%	
16	Licensure Pass Rates			--	--		
17	Employment Rate			--	--		

Note. Std. = Standard. Green Arrows indicate one-year increase of at least 1%. Red arrows indicate one-year decrease of at least 1%. Outcomes defined on next page.

*Baseline year for this item is 2013-14.

Outcome Definitions

3-Term Persistence Rate. Percentage of degree, certificate, and/or transfer-seeking students who enrolled in their first three consecutive terms.

30-Units Achievement Rate. Percentage of degree, certificate, and/or transfer-seeking students who achieved at least 30 units within their first six years of enrollment.

Completion Rate. Percentage completing degree or certificate, or transferring within six years of college entrance.

CTE Completion Rate. Percentage completing certificate, degree, or transfer among students in CTE programs.

Progression Rate. In development. May include basic skills and “college-prep” progression rates. Subgroup rates for English and math.

Remedial English Completion Rate. Percentage successfully completing a college-level English course within six years whose first English course completed was at the remedial level.

Remedial Math Completion Rate. Percentage successfully completing a college-level math course within six years whose first math course completed was at the remedial level.

Student Readiness Rate. Percentage of new, non-exempt, students completing assessment, orientation, and educational planning

Successful Course Completion Rate. Percentage of students earning an A, B, C, or P in a course.

Transfer Prepared. Completion of 60 transferrable units and a 2.0 GPA.

Transfer Rate. Percentage of students who transfer to a four-year university within six years of first enrollment.

Board Policy 3250

Institutional Planning

The Superintendent/President shall ensure that the District has and implements a broad-based, comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research. The planning and budgeting systems shall be linked, and planning priorities shall be established annually.

~~The Superintendent/President shall ensure the Board has an opportunity to assist in developing the general institutional mission and goals.~~

The planning system shall include regularly-updated plans required by law, or the Chancellor's Office, including, but not limited to:

1. A Strategic Plan containing the College mission, vision, values, and strategic initiatives (Board Policy 1200).
2. An comprehensive, integrated, and strategic educational and facilities Master Plan which includes long range plans for all academic and service, student services, community advancement and administrative services areas; technology; facilities; fiscal resources; and staffing and diversity; and associated implementation plans;
3. Student Equity Plan;
4. Student Success & Support Program Plan Matriculation;
5. Basic Skills Action Plan;
6. Transfer Center Plan;
7. ~~Cooperative Work Experience plan;~~
8. ~~Educational~~ Extended Opportunities Programs and Services (EOP-&S) Plan.

The Superintendent/President shall submit to the Board those plans for which ~~Board approval is required by Title 5 requires to the Board approval, and~~ The Superintendent/President shall inform the Board about the status of planning and the various plans major plans and reports. The Board has shall have an opportunity to assist in developing the general institutional mission and goals.

See Administrative Procedure 3250.

Reference:

Board Policy 1200;
Accreditation Standard I.B;
Title 5, Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55250,
~~55400 et seq., 55510, 56270 et seq.~~

El Camino College

Adopted: 4/16/01

Revised: <date pending>

I. INTRODUCTION

The District implements a broad-based comprehensive and integrated planning system that is a foundation for strategic directions and resource allocation decisions. The Superintendent/President is responsible for implementation and evaluation of this process.

The El Camino College planning process integrates assessment, evaluation, and planning to promote institutional effectiveness. Institutional effectiveness involves the College's efforts toward continuous improvement in institutional quality, student success, and fulfillment of the College Mission. The College's planning processes are put into practice so that more students from our diverse community attain educational success and achieve their academic goals.

The College mission underlies all planning and budgeting decisions, with strategic initiatives providing primary direction for achieving the mission. The College regularly develops a master plan that is based on the mission and strategic initiatives and is guided by college-wide processes. These processes consist of Curriculum Review, Program Review, outcomes assessment, and annual planning throughout the institution, all of which drive and are responsive to each other. All processes are evaluated continuously, with evaluation results discussed and used to improve the college.

Processes and entities described herein reference El Camino College, with parallel processes and entities existing at El Camino College Compton Center.

II. ROLES & RESPONSIBILITIES

The College's planning process is guided by several agents to ensure that it is strategic, fiscally sound, integrated, collegial, effective, and on-going.

A. The Board of Trustees

The Board of Trustees is ultimately responsible for ensuring effective institutional planning for the College. They do this by reviewing the Institutional Planning Board Policy 3250 and related College-wide plans on an annual basis.

B. Superintendent/President

The Superintendent/President ensures that the District develops and implements a comprehensive, systematic, and integrated system of planning that involves appropriate segments of the College community and is supported by institutional and other research. The Superintendent/President ensures the evaluation of this process. When appropriate, the Superintendent/President considers and enacts recommendations from planning committees, and makes recommendations to the Board.

C. Vice President, Student and Community Advancement

The Vice President of Student and Community Advancement (VP-SCA) oversees the development and implementation of the Strategic Plan, master plan, and annual planning and budgeting processes. The VP-SCA is responsible for ensuring the meaningful integration and implementation of all plans and processes, and the regular evaluation of those processes. With the Vice President of Academic Affairs, the VP-SCA oversees the Student Success and Support Program (SSSP) Plan and Student Equity Plan, among other student services plans and program reviews.

Reporting to the VP-SCA, the Director of Research and Planning coordinates College-wide strategic planning processes and supports the creation of annual unit and program plans. The Director coordinates activities related to the College-wide evaluation and accomplishment of institutional goals stated in the Strategic Plan, Master Plan, and annual plans.

D. Vice President, Academic Affairs

The Vice President of Academic Affairs (VP-AA) guides the College's Educational Plan and continuous instructional improvement. The VP-AA ensures Curriculum Review, Academic Program Review, learning outcomes assessment, enrollment management, and long-range educational planning are meaningfully integrated and implemented, and that they support the mission and strategic initiatives. With the VP-SCA, the VP-AA oversees the Student Success and Support Program (SSSP) Plan and Student Equity Plan.

E. Vice President, Administrative Services

The Vice President of Administrative Services (VP-AS) prepares Tentative and Final Budgets in accordance with budget assumptions and College priorities, and in consultation with the Superintendent/President and the Planning and Budgeting Committee. The budget is developed and adopted in accordance with the planning and budgeting calendar and other timelines. The VP-AS oversees the Facilities Master Plan, Technology Plan, and Administrative Services Program Reviews.

F. Vice President, Human Resources

The Vice President of Human Resources (VP-HR) guides human resources planning through staffing and professional development plans, and equal employment opportunity (EEO) planning. This includes ensuring staffing plans are meaningfully integrated with other plans and processes, support the mission, and advance the strategic initiatives. Professional development related to short-term and long-term planning processes is conducted under the auspices of Human Resources.

G. Vice President, Compton Center

The Vice President of Compton Center (VP-CC) guides the College's Educational Plan and the continuous improvement of instruction and student services at El Camino College Compton

Center (ECC Compton Center). These responsibilities include ensuring that Program Review, learning outcomes assessment, enrollment management, and long-range educational planning are meaningfully integrated and implemented, support the mission, and advance the strategic initiatives. The VP-CC oversees the Student Success and Support Program (SSSP) Plan and Student Equity Plan, among other plans local to ECC Compton Center.

H. Planning & Budgeting Committee

The Planning and Budgeting Committee (PBC) serves as the consultation committee for campus-wide planning and budgeting. The PBC assures that planning and budgeting are interlinked and that the process is driven by the institutional priorities set forth in the Strategic Plan, Educational Master Plan, and other plans adopted by the College. The PBC develops and follows an annual planning and budgeting calendar, and makes recommendations to the Superintendent/President on all planning and budgeting issues. All committee activities are reported to the College community. PBC membership consists of one representative each from the Associated Students Organization (ASO), Academic Senate, El Camino College Federation of Teachers, El Camino Classified Employees, Police Officers Association, Confidential employees and Management, as well as representatives from Academic Affairs, Administrative Services, and Student and Community Advancement. *Ex officio* supporting members of the PBC include Area Vice Presidents, Business Manager, Information Technology Services (ITS) management, and the Director, Research and Planning. The committee is led by a non-voting chair appointed by the Superintendent/President.

I. Strategic Planning Committee

The Strategic Planning Committee (SPC) forms every five years to develop a new Strategic Plan, College Master Plan, and associated Implementation Plans, and recommends a course of action to the Superintendent/President. The SPC reconvenes annually to evaluate the status of implementation plans. SPC membership consists of Area Vice Presidents, and representatives from faculty, Classified staff, management, students, El Camino College Foundation, and Division leadership. *Ex officio* membership includes representatives from each aspect of the long-term planning process described below. The SPC, is co-chaired by the Vice President, Student and Community Advancement, and Director, Research and Planning.

J. College-wide Accreditation Team

The College-wide Accreditation Team (CAT) provides continual evaluation to the College on areas related to accreditation, including institutional effectiveness (see Administrative Procedure 3200). The CAT is chaired by the current Accreditation Liaison Officer and is composed of past accreditation co-chairs and standard team leaders, and a representative from Institutional Research & Planning. Duties include monitoring progress on strategic initiatives and student achievement measures; developing a plan or cycle for accreditation tasks that includes the integration of actionable improvement plans into institutional planning; and ensuring that College processes reflect current accreditation standards.

III. PLANNING MODEL

College-wide planning processes are described visually in its Planning Model. The Planning Model consists of five general categories of planning: a) foundations; b) long-term planning; c) targeted planning; d) institutional effectiveness processes; and e) annual planning. These processes are integrated and guide resource allocation to produce the ultimate outcomes of institutional effectiveness and greater student success. Each planning process includes an implementation plan to effectively carry out the strategies of each. The Planning Model is evaluated and modified before the commencement of each five-year strategic planning cycle, or as needed.

A. Foundation of Institutional Planning: The Strategic Plan

The College's foundation for institutional planning is the Strategic Plan. It contains the College's mission, vision, values, and strategic initiatives that establish goals and objectives for greater institutional effectiveness. It represents a plan of action to increase student success and learning, respond to community needs, and improve overall institutional effectiveness.

The mission is reviewed regularly and revised as needed to ensure that it reflects community and workforce needs; supports student learning and success; and is in accord with the California Master Plan for Education. The Vision is an aspirational statement of what the College desires to achieve within the period of the Strategic Plan. Values describe the character of the institution's workforce and its approach to improving the institution.

The strategic initiatives are college-wide goals developed to help implement the mission and focus efforts toward student success and institutional effectiveness. Strategic initiatives drive planning and resource allocation, as planning goals are prioritized by their associated strategic initiatives. Each strategic initiative is linked to a specific set of objectives. Progress on each initiative is measured annually by way of these objectives.

The plan is revised every five years by the Strategic Planning Committee based on external trends, institutional research, strategic analysis, and other needs assessments. It is reviewed through a College-wide consultation process and recommended to the Superintendent/President. The final Strategic Plan is approved by the Board of Trustees as Board Policy 1200. The Master Plan serves as its implementation plan.

B. Long-term Planning – The College Master Plan

The College Master Plan (CMP) is a detailed plan developed to implement the College's Strategic Plan, prepare for enrollment changes, and address emerging needs. It is founded on the mission, directed by the strategic initiatives, and informed by both internal and external reviews and assessments. The CMP is composed of integrated Facilities, Staffing, and Technology plans that support a strategic Educational Plan. Separate annual Fiscal Plans are informed by both external trends and priorities of the CMP. The CMP contains a five-year Implementation Plan as well as a 20-year projection of student and community needs. The implementation plan contains a series of recommendations and priorities informed by other planning processes and a timeline

for achieving these recommendations. The long-term projection is submitted to the California Community Colleges Chancellor's Office (Chancellor's Office) to demonstrate building and infrastructure needs. Submission of these plans to the Chancellor's Office is required prior to embarking on any building project for the college. The facilities plan and long-term projection is also used as back up documentation when seeking to be included in statewide bond initiatives.

A new CMP is developed every five years, beginning with a comprehensive external scan of trends affecting the college's future. These include, but are not limited to, trends and projections of community demographics, job markets, K-12 enrollments, state and local economies, and public policy. Internal evidence of student demographics, academic achievement, and learning outcomes also serves as a foundation for development of the master plan. Finally, feedback from the community and current students is gathered regularly to ensure that the college mission and long-term plans consider these needs. The office of Institutional Research & Planning coordinates the gathering of this evidence.

The ad hoc Strategic Planning Committee (SPC) forms to review evidence and develop the CMP. The Strategic Planning Committee is composed of faculty, staff, and managers involved with college planning, Program Review, curriculum, and assessment of learning. After development of a new Strategic Plan and review external and internal evidence, the SPC develops a framework for a new educational plan. Evidence from Program Review, curriculum, student achievement measures, learning outcomes, and previous master plan updates also contribute to developing the Educational Plan.

Program- and Unit-level information is utilized for master planning in two ways. First, program data are used to forecast department technology and facilities needs throughout the College. Second, findings and recommendations from periodic program and unit evaluations, through the Program Review process, contribute to long-term planning, where applicable.

The CMP and all sub-plans contain Implementation Plans to carry out goals during the timespan of each. Implementation Plans are reviewed and updated by the appropriate Unit or planning committee on an annual basis. The college's Planning and Budgeting Committee (PBC) reviews the College Master Plan annually, measures its progress by way of planned outcomes and targets, and recommends changes, as needed. The Board of Trustees reviews and approves the College Master Plan and reviews its Implementation Plan annually.

1. Educational Plan

The Educational Plan focuses on a vision for the College and its programs and services for the future. It contains enrollment trends and growth projections; forecasted space needs to inform the Facilities Master Plan; College and program profiles; and a set of clear priorities and intended actions to guide college planning over a five-year period. These priorities and actions are in accord with the Strategic Plan and Targeted Plans, such as the Student Success and Support Programs Plan (SSSP) and Student Equity Plan (SEP). The Educational Plan informs the development or revision of the Facilities, Staffing, and Technology Plans.

The SPC develops the Educational Plan under the guidance of the VP-AA. Implementation of the plan is overseen by the VP-AA and monitored annually by the Academic Senate, College Council, Council of Deans and Directors, PBC, and the President's Cabinet.

2. Staffing Plan

The Staffing Plan details current and forecasted staffing levels, hiring and evaluation practices, retirement and secession planning, and training needs. It contains a set of goals for workforce and professional development that reflect the Strategic Plan and support the priorities of the Educational Plan. The Staffing Plan informs technology and training needs for the Technology Plan and office space needs for the Facilities Master Plan.

Human Resources develops the Staffing Plan under the guidance of the VP-HR. Implementation of the plan is overseen by the VP-HR and monitored annually by the PBC and the President's Cabinet.

3. Technology Plan

The Technology Plan details a strategic roadmap for institutional improvement across seven major areas: data systems and networking; equipment and software; technology training; staffing; distance education; facilities; and funding. The plan is derived from program information, campus-wide needs, external trends, and the priorities of the educational plan.

The ECC Technology Committee develops the Technology Plan under the guidance of the VP-AS. Development is based on internal and external needs assessments, and on contributions from the Academic Technology Committee of the Academic Senate, Distance Education Advisory Committee, and the office of Professional Development.

Implementation of the Technology Plan is overseen by the VP-AS and Director of Information Technology Services. Progress on the plan is monitored continuously by the ECC Technology Committee and reviewed annually by the PBC and President's Cabinet.

4. Facilities Master Plan

The Facilities Master Plan is a guide for future campus development. It contains enrollment forecasts, building inventories, projected space needs, and a set of planning priorities from which a capital construction plan (implementation plan) is developed.

The Facilities Master Plan is developed through enrollment forecast analysis and needs assessments that are grounded in the Educational Plan, with input from the Facilities Steering Committee, PBC, and other relevant participation. The plan is informed by the Technology and Staffing Plans.

The Facilities Master Plan is overseen by the VP-AS and the Director of Facilities Planning Services. It is reviewed regularly by Facilities Planning Services and the President's Cabinet and is modified to reflect external changes and newly-developed educational priorities, as applicable. The Facilities Steering Committee monitors the plan on a regular basis. Progress on the plan is reported regularly to the District and College communities, with an annual report made to the Board of Trustees.

C. Targeted Planning

The College develops long-term plans with annual updates for specific initiatives or targeted groups of students. These include the Student Success and Support Program Plan, Student Equity Plan, Transfer Center Plan, and the Extended Opportunity Program and Services (EOPS) Plan. These targeted plans are integrated with other planning processes.

1. Student Success and Support Program Plan

The Student Success and Support Program (SSSP) Plan details how services will be provided to targeted students to increase student access, academic direction and success, and goal completion. Progress in these areas is targeted by way of support services that include, but are not limited to, orientation, assessment and course placement, and educational planning. The SSSP Plan details policies, procedures, professional development, activities, and services planned in support of student success, along with associated budgets. It is linked to Program Review, and is coordinated with the Student Equity Plan and other planning processes.

The campus-wide Student Success Advisory Committee, which contains faculty, management, and Classified representatives from Academic Affairs, Student & Community Advancement, and Public Relations, develops a draft plan which is reviewed through a college-wide consultation process, after which a final draft is recommended to the Superintendent/President. The Board of Trustees receives the College's SSSP Plan. The SSSP Plan is submitted annually to the Chancellor's Office Student Services and Special Programs Division. The College also submits the SSSP Year-End Expenditure Report in support of annual evaluation of the SSSP Plan.

2. Student Equity Plan

The Student Equity Plan describes an evaluation, planning, and resource allocation process aimed at strategically addressing marked group differences in student achievement in order to improve academic success and goal achievement for all students. The equity plan is grounded on a series of metrics, disaggregated by demographic group, which are related to: access to college, course completion, degree and certificate completion, and transfer. The equity plan establishes goals and objectives; details activities and improvements that support each metric; and contains a plan budget, implementation schedule, and evaluation process. It is linked to Program Review and annual planning processes, and is coordinated with the Student Success and Support Program Plan to ensure that the latter addresses equity issues.

The Student Equity Plan Advisory Committee (SEPAC) contains representatives from faculty, Classified staff, management, and students. The SEPAC develops a draft Student Equity Plan which is reviewed through a college-wide consultation process. The final draft is recommended to the Superintendent/President. The Board of Trustees adopts the College's Student Equity Plan. The SEPAC implements and monitors the adopted plan on a three-year cycle. Annual year-end status reports are delivered to the Chancellor's Office.

3. Basic Skills Initiative Action Plan

The Basic Skills Initiative (BSI) annual ESL/Basic Skills Allocation End-of-Year Report and Action Plan (BSI Action Plan) describes concrete plans to foster improvements in basic skills

and ESL student access and success in the area of: 1) organizational practices, 2) planned program actions, 3) professional development plans, and 4) modifications to instructional practices. The BSI Action Plan evaluates activities from the previous year and identifies activities for the upcoming year to foster improvements in outcomes for basic skills and ESL students. All activities funded by the BSI must be related to attainment of the long term goals developed by the Basic Skills Advisory Group (BSAG), made up of faculty from Counseling, Humanities, and Mathematics Divisions, and representatives from Academic Senate, First Year Experience, Learning Resources Unit, MESA, and Special Resource Center. These 5 goals include increasing success rates, persistence rates, and completion rates for students enrolled in ESL, basic skills mathematics, reading and writing courses; offering comprehensive professional development for basic skills instructors; and increasing incidents and depth of collaboration among academic departments and between academic programs and student services to support basic skills students.

The annual BSI Action Plan is reviewed and signed off by the Academic Senate President; the Vice President of Academic Affairs; and the Vice President of Student and Community Advancement. It is then recommended to the Superintendent/President for final approval. The final report and plan is submitted to the Chancellor's Office each October and posted on the College website. Activities and research funded by the BSI are incorporated into Program Review, the SSSP Plan, and the Student Equity Plan.

4. Transfer Center Plan

The Transfer Center Plan describes transfer-supporting activities and services provided to students, and facilities, staffing, and evaluation of the Transfer Center. The plan details targeted student populations, goals, and transfer applicant targets, with emphasis on improving transfer outcomes for underrepresented students. It is linked to Program Review, and is coordinated with the SSSP Plan, the Student Equity Plan, and other student services.

A draft Transfer Center Plan is developed by the Transfer Center Coordinator based on input from the Transfer Center Advisory Board which consists of the Transfer Center Coordinator, the Articulation Officer, Transfer-focused or Transfer Center faculty and staff, and a Compton Center Transfer Counselor. The annual plan draft is recommended to the Superintendent/President. The Board of Trustees adopts the Transfer Center Plan. A Transfer Center Report is submitted annually to the Chancellor's Office Student Services and Special Programs Division that describes efforts to implement the Transfer Center, achievement of plan goals and targets, and expenditures supporting transfer activities and operations. The Transfer Center Coordinator oversees the implementation of the plan and provides updates to the Dean of Counseling on a regular basis, including discussions and decisions made by the committee.

5. Extended Opportunity Program and Services (EOPS) Plan

The EOPS Plan describes short-term and long-term goals of EOPS in support of College goals, planned annual objectives and supporting activities, annual budget, and evaluation of prior year outcomes related to program standards. It is linked to Program Review, and is coordinated with the SSSP Plan, Student Equity Plan, and College-wide planning processes.

The EOPS Director drafts an annual plan with input from the EOPS staff. The Plan is presented to the EOPS Advisory Committee for further recommendations, and signed off by the College's Business Manager and the Superintendent/President prior to being submitted for review to the Chancellor's Office. Final approval is given by the Chancellor's Office.

D. Institutional Effectiveness Processes

The College conducts evaluation and planning processes for continuous improvement of the institution. These include Curriculum Review, Program Review, Outcomes Assessment, and ongoing evaluation. These processes are data-driven, linked together, and integrated with all applicable long-term and annual planning processes.

1. Curriculum Review

All courses, degrees, certificates, and majors are reviewed by faculty within a six-year cycle with vocational courses being reviewed on a two-year cycle. Curriculum Review is conducted as both a continuous program evaluation process and a more comprehensive Program Review process. Curriculum is a sub-section of the Academic Program Review template and thus is linked to broader planning and resource allocation processes.

The College Curriculum Committee, a standing committee of the Academic Senate, is responsible for the development and review of the College's curriculum and for ensuring that all curricula meet local and state standards. Review of curriculum proposals is based on state regulations, local requirements, and the mission and strategic initiatives of the College.

2. Program Review

Program Review is a process in which members of a department, service area, or unit critically assess their program, identify necessary adjustments, and design a mechanism to institute and evaluate proposed changes. Comprehensive Program Reviews are conducted every four years, with supplemental topics evaluated for Career Technical Education (CTE) programs every two years. All programs create an annual Program Review update as a part of ongoing evaluation, in which progress is tracked and emerging or changing needs are highlighted. All programs develop, implement, and track an annual plan according to the Planning and Budgeting Calendar which is informed by the latest Program Review or annual update.

In Program Review, recommendations that incur a cost are prioritized and connected to one or more of the College's strategic initiatives. Program Review recommendations are entered into the Program Plan. Deans and Division Councils consider the recommendations from each program and create a prioritized list for their division. This is included in a Unit Plan. Each Vice President reviews the priorities in each of their Area's Unit Plans and determines the top priorities in the area and creates an Area Plan. The Vice Presidents prioritize all requests in the area plans to determine the College's top priorities for funding. These proposed fund allocations are then presented to the Planning and Budgeting Committee, which reviews them to ensure they align with the college mission and strategic initiatives. The final list of proposed fund allocations is incorporated into the college budget and forwarded to the President and the Board for their approval. Program Review recommendations also may trigger Curriculum Review and may be incorporated into other College plans, as appropriate.

Program Review reports follow a standard template specific to each Area (Academic Affairs, Administrative Services, Human Resources, or Student and Community Advancement) that generally includes: program overview; analysis of research and survey data; curriculum or service planning; assessment of learning, service, academic, and/or employment outcomes (where applicable); evaluation of program improvement; facilities, equipment, technology, and staffing needs; and future directions. The report culminates with a list of prioritized recommendations for the future with estimated budget impacts.

Individual Program Review submissions are evaluated by the Area Program Review committee following established rubrics that typically include completeness, clarity, and use of evidence for continuous improvement. This evaluation is followed by revision and final submission, with recommendations integrated into annual planning cycles over the next four years.

3. Outcomes Assessment

The College evaluates services, student learning, and student achievement through comprehensive and ongoing outcomes assessment. These outcomes include Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Institutional Learning Outcomes (ILOs), Service Area Outcomes (SAOs), and performance metrics.

The Assessment of Learning Committee (ALC) coordinates assessment planning, develops sustainable methodologies and procedures, provides ongoing training, assesses Institutional Learning Outcomes, and communicates with the College on learning assessment. The ALC is chaired by the College faculty SLO Coordinators, with representation from each division, Institutional Research, accreditation, Associate Dean of Academic Affairs, and a Dean liaison.

The College also measures student success, milestone achievement, and educational and career goal completion as a standard part of institutional assessment, with results discussed and strategized annually. This set of student achievement measures are tracked over time and compared against institution-set standards and aspirational goals. Issues of student achievement revealed by these measures are addressed through the strategic and educational plans, targeted plans, and annual plans. Strategy sessions to address issues are conducted by the Strategic Planning Committee and at the annual Planning Summit.

College-wide and program-specific surveys are administered to students and employees on a regular cycle to gather feedback on student and faculty engagement, campus climate, and student satisfaction. Results from these surveys are discussed widely by consultation and planning bodies, where major issues of concern are recommended for further evaluation and improvement.

4. Ongoing Evaluation

The College conducts ongoing evaluation of how well it is achieving plans, advancing the Strategic Initiatives, and fulfilling the mission. It includes, but is not limited to, the following annual or ongoing processes: Program Review updates; fiscal year planning; Curriculum Review; learning outcomes assessments; evaluation of Implementation Plans; annual reports; and annual evaluation of student achievement measures.

E. Annual Planning & Budgeting

Annual planning is a process of strategically supporting improvements at every level of the institution to make progress on strategic initiatives, respond to changing needs, and ultimately, fulfill the mission and achieve greater student learning and success. This is achieved through a hierarchy of plans and set of processes that integrate with longer-term planning. The annual planning and prioritization process culminates in the development of the Final Budget, the College's Financial and Operational Plan.

1. Annual Plans

Annual plans contain sets of goals and objectives for all programs and units. Goals in all plans are linked to strategic initiatives to ensure that planning prioritizes the College mission. Objectives are based on Program Review recommendations, College-wide plans, or outcomes assessments, where applicable. Resources are allocated through the mechanism of the annual plan. These annual plans are evaluated twice yearly to assess progress and completion.

There are four levels of plans: Program (or department), Unit, Area, and College-wide. Program plans are developed based on a program or department's Program Review recommendations, outcomes assessment, or recently-emerging needs. Units with programs (e.g., Divisions) develop plans from prioritized goals and objectives of program plans and unit-level evaluation, where applicable. Units without programs develop annual plans similar to programs. Areas, under each vice president, develop plans from prioritized goals and objectives of unit-level plans or from area-level evaluations, where applicable. College-wide plans consist of targeted plans, annual implementation plans of the CMP and its sub-plans, or those created by campus-wide committees, where applicable.

Requests for funding are divided into permanent, temporary ongoing, and one-time augmentation requests. More detail of planning and budgeting activities is shared college-wide in the *Planning and Budgeting Calendar*. The College's online program review and planning system records all annual plans and the integration of processes described herein.

2. Plan and Budget Development Process

Fiscal year plans begin development the previous fall semester (September-November) when departments review, update, and input prioritized recommendations into Program Plans. Each Division then reviews and prioritizes Program (or additional unit) goals and objectives to develop a Unit plan (December-January). Vice Presidents meet with Division or Unit managers to review and prioritize Unit plan goals and objectives to create prioritized Area plans (February-March). All Vice Presidents then develop a single list of proposed objectives to be funded in the next fiscal year. Prioritization is based on the following factors considered as a whole: 1) Health and Safety; 2) support for Strategic Initiatives and other college-wide priorities; 3) State and Federal compliance; and 4) accreditation requirements.

Vice Presidents present the proposed list of funded goals and objectives to College and Center PBCs for discussion and funding endorsement (March-April). Each PBC submits a list of endorsed funding requests to the President/Superintendent for consideration (May). Approved and allocated funding requests are incorporated into the College Budget (see Financial and

Operational Plan below). The Board of Trustees adopts the Tentative Budget in June and the Final Budget in September.

3. Evaluation of Funded Objectives

Funded goals and objectives are evaluated by plan authors in January and July to measure implementation and initial outcomes. Long-term evaluation of funded objectives is conducted as a part of Program Review or ongoing evaluations (e.g., annual metrics or outcomes assessments). Criteria for bi-annual evaluation include: 1) goal status and objective implementation date; 2) actions taken as a result of implementation; 3) improvements in institutional effectiveness as a result of implementation; and 4) future recommendations.

4. Annual Planning Update

An annual planning update report is generated following the July evaluation process which summarizes implemented plans from the most recent fiscal year, with selected goals and objectives highlighted.

5. Financial and Operational Plan (Annual Budget)

The College's Final Budget represents a starting point annual budget that is referenced, adjusted, and evaluated throughout the fiscal year. It is, with all available information reviewed and all input weighed, presented as a record of the District's annual financial and operational plan. The budget is developed according to the Planning and Budgeting Calendar.

The budget reflects the goals identified by the Master Plan. Resources are allocated based on established criteria and budget assumptions described in the Final Budget ("Budget Book") for each fiscal year. Requests for augmentations (one-time expenses) or enhancements (base budget increases) are based on needs assessments and/or Program Review recommendations and are awarded based on priorities noted in the Final Budget. Funding priorities are reviewed by the PBC annually.

Fiscal Services develops the Annual Budget under the guidance of the VP-AS. A Tentative Budget is reviewed by the PBC in May and by the Board of Trustees in June. The Final Budget is reviewed again by the PBC in August and adopted by Board of Trustees in September.

The annual Final Budget reflects the collegial and consultation efforts of the Superintendent/President, Vice Presidents, PBC, division managers, faculty, and department staff to develop a strategic and meaningful financial plan.

6. Faculty Hiring Process

Each fall, the College conducts a full-time faculty position identification and prioritization process to replace and/or fund new faculty strategically in response to enrollment demand and College priorities described in the Master Plan. The process is contained in the faculty collective bargaining agreement (see "Tenure-Track Faculty Hiring Procedure"). The Superintendent/President is responsible for the implementation of the hiring procedures as jointly agreed upon by the Academic Senate and the Board of Trustees.

The Superintendent/President establishes the number of hires each year based on planning, budgeting and academic considerations, and on the Faculty Obligation Number. Requests for full-time faculty positions are developed by division faculty and deans, taking into consideration enrollment demand; Program Review and/or annual plans; weekly student contact hours (WSCH); and Full-Time Equivalent Faculty (FTEF) data. The Faculty Prioritization Committee reviews the prioritized recommendations from the divisions and votes to create a campus-wide hiring priority ranking that is recommended to the Superintendent/President.

IV. EVALUATION OF THE INSTITUTIONAL PLANNING PROCESS

Evaluation of the institutional planning process is conducted in several ways to ensure that it remains ongoing and integrated, and contributes to institutional improvement.

1. Planning and Budgeting Committee

The PBC conducts a self-evaluation annually to assess its goals and fulfillment of its committee purpose as well as to gather feedback on effectiveness of the annual planning and budgeting process. Results from the self-evaluation are discussed by the PBC to determine where improvements may be made.

2. Planning Summit and Other Large-Group Events

The Planning Summit is an annual College-wide event to inform and seek feedback from a large and broad-based group of employees and students about College directions, strategic initiatives, planning, and institutional effectiveness. The summit convenes each spring.

Following each planning summit, training, and other strategic planning events, participants are invited to complete an evaluation survey. Results of the survey are used to make improvements in the planning process and summit programming for the next cycle. Summit participants help to evaluate implementation plans, progress on student achievement, and the quality and breadth of the collegial participation process.

3. Program Review

The Program Review process is assessed regularly, beginning with an evaluation tool that is distributed to recent Program Review authors to gain feedback on the guiding template, supporting materials, data usefulness, and the process as a whole. This feedback is then discussed by each Program Review committee to determine how the process and materials can be improved for future authors. Program Review evaluation results are also shared with deans and directors to discuss any needed changes.

4. Annual Planning & Budgeting Process

The annual planning process is periodically evaluated by users in terms of orientation and training support, timelines, integration with other processes, and overall effectiveness. The Annual Planning Update, which summarizes each planning year, is compared across years to evaluate the effectiveness of the process.

5. Learning Outcomes Assessments

Methods of outcomes assessment are evaluated on a regular cycle with improvements made to assessment plans as needed. Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs) are assessed continuously throughout the College. Results from College-wide outcomes assessments, such as from ILOs, are discussed broadly. The Assessment of Learning Committee (ALC) conducts annual surveys of faculty and division SLO Facilitators to help evaluate the learning outcomes and assessment process. Feedback from both surveys is shared with the ALC and at Academic Deans and Directors meetings.

6. Student Achievement and Institutional Effectiveness

Institutional Research & Planning annually produces an institutional effectiveness report which publishes and analyzes established measures of student achievement. This report is reviewed and discussed among College leadership, Academic Senate, Student Success Advisory Committee, PBC, and at Planning Summits as a way to gauge institutional improvement over time.

See Board Policies 1200, 3250, 4020.

Reference:

Accreditation Standard I.B;
California Master Plan for Higher Education;
Student Equity Plan Template;
Title 5, Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55510,
56270 et seq, 78216, 87360.

El Camino College

Adopted: <date pending>

BP 2410 Board Policy and Administrative Procedure

The Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction.

The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to district activities. All District employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

Policies of the Board are developed through collegial consultation processes and may be adopted, revised, added to or amended at any regular board meeting by a majority vote after a second reading and opportunity for public comment. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended.

Administrative procedures are to be issued by the Superintendent/President as statements of method to be used in implementing Board Policy. Such administrative procedures shall be consistent with the intent of Board Policy. Administrative procedures may be revised as deemed necessary by the Superintendent/President.

The Superintendent/President shall, annually, provide each member of the Board with copies of any revisions of the administrative procedures. The Board reserves the right to direct revisions of the administrative procedures should they, in the Board's judgment, be inconsistent with the Board's own policies.

Copies of all policies and administrative procedures shall be readily available to District employees ~~through the internal web site (Infonet).~~ on the Board of Trustees webpage.

See Administrative Procedure 2410.

References:

Education Code Section 70902;
Accreditation Standard IV.B.1.b & e

AP 2410 Board Policies and Administrative Procedures

Board Policies and Administrative Procedures will be reviewed for currency every ten years. Earlier review and revisions will be initiated as Title 5, Education Code, or federal regulations or local processes are revised and/or updated.

Responsibility for the review and revision of policies and procedures shall be assigned as follows:

Chapter 1: The District (Series 1000)	President's Office
Chapter 2: Board of Trustees (Series 2000)	President's Office
Chapter 3: General Institution (Series 3000)	Appropriate Vice President
Chapter 4: Academic Affairs (Series 4000)	Vice President Academic Affairs <u>and the Academic Senate</u>
Chapter 5: Student Services (Series 5000)	Vice President Student & Community Advancement
Chapter 6: Business and Fiscal (Series 6000)	Vice President Administrative Services
Chapter 7: Human Resources (Series 7000)	Vice President Human Resources

Each Vice President will maintain a timeline of the policies and procedures within their purview. For the 4000 series and any other policies and procedures that fall under the Academic Senate purview, the Academic Senate Educational Policies committee will review and revise the policies and procedures prior to a vote of the Academic Senate. All vice presidents will review the policies and procedures for which they are responsible with their respective Area Councils. Completed policies and procedures will be brought by the vice presidents to College Council for dissemination and review by appropriate constituent groups. Upon consensus of College Council, the finalized policy will move forward for Board approval. Associated procedures will be presented to the Board for information.

References:

Education Code Section 70902;
Accreditation Standard IV.B.1.b & e